Macalester College
2002–2003 Catalog

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2002–2003 Calendar

Fall Semester 2002

Aug. 31– Sept. 3/Sat.–Tues.	New Student Orientation
Sept. 4/Wed.	Upperclass Validation
Sept. 4/Wed.	Beginning of Classes
Sept. 4/Wed.	Incompletes Due from Spring, Summer 2002
Sept. 13/Fri.	Last Day to Register or Validate
Sept. 20/Fri.	Last Day to Add a Class, Drop a Class (No Notation), and Designate Grading Options
Oct. 24– Oct. 27/Thurs.–Sun.	Fall Mid-Term Break
Nov. 1/Fri.	Last Day to Withdraw
Nov. 18– Dec. 6/Mon.–Fri.	Spring 2003 Class Registration
Nov. 28– Dec. 1/Thurs.–Sun.	Thanksgiving Recess
Dec. 6/Fri.	January Independent/Internship Registrations Due
Dec. 13/Fri.	Classes End
Dec. 16–19/Mon.–Thurs.	Final Examinations

Spring Semester 2003

Jan. 27/Mon.	Validation of Registration
Jan. 27/Mon.	Beginning of Classes
Jan. 27/Mon.	Incompletes Due from Fall 2002
Feb. 7/Fri.	Last Day to Register or Validate
Feb. 14/Fri.	Last Day to Add a Class, Drop a Class (No Notation), and Designate Grading Options
Mar. 15–23/Sat.–Sun.	Spring Mid-Term Break
Apr. 4/Fri.	Last Day to Withdraw from a Class
Apr. 21– May 2/Mon.–Fri.	Fall 2003 Class Registration
May 6/Tues.	Classes End
May 7/Wed.	Study Day
May 8–12/Thurs.–Mon.	Final Examinations
May 18/Sun.	Baccalaureate
May 18/Sun.	Commencement

For preliminary calendars for 2003-2004 and 2004-2005 please refer to page 354.

Catalog Statement

All statements contained in this catalog reflect the approved policies of Macalester College that were in effect as of May 1, 2002. However, for the best possible educational experience of its students, or for unexpected financial reasons, the College reserves its right to change at any time any of the provisions, statements, policies, curricula, procedures, regulations, or fees. Such changes will be duly published and distributed.

Students, faculty, and staff are responsible for all information and deadlines contained in this catalog and in the current Student Handbook (available in the Office of the Dean of Students). The Student Handbook supplements the College Catalog and expands upon College policies and procedures.

Nondiscriminatory Policy

Macalester College does not unlawfully discriminate in its policies, procedures or practices on the basis of race, sex, color, national origin, sexual orientation, religion, disability, marital status, age, or status as disabled veterans or veterans of the Vietnam era. Further, Macalester College complies with all applicable laws which include, but are not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Minnesota Human Rights Act. Macalester College also complies with all applicable regulations under the Americans With Disabilities Act which prohibit unlawful discrimination on the basis of disability in the full and comparable enjoyment of College admission, goods, services, facilities, privileges, advantages, and accommodations.

Mission, History and Religious Affiliation

Mission

Macalester is committed to being a preeminent liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and service to society.

[approved by the Board of Trustees, May 1992]

Statement of Purpose and Belief

At Macalester College we believe that education is a fundamentally transforming experience. As a community of learners, the possibilities for this personal, social, and intellectual transformation extend to us all. We affirm the importance of the intellectual growth of the students, staff and faculty through individual and collaborative endeavor. We believe that this can best be achieved through an environment that values the diverse cultures of our world and recognizes our responsibility to provide a supportive and respectful environment for students, staff and faculty of all cultures and backgrounds.

We expect students to develop a broad understanding of the liberal arts while they are at Macalester. Students should follow a primary course of study in order to acquire an understanding of disciplinary theory and methodology; they should be able to apply their understanding of theories to address problems in the larger community. Students should develop the ability to use information and communication resources effectively, be adept at critical, analytical and logical thinking, and express themselves well in both oral and written forms. Finally, students should be prepared to take responsibility for their personal, social and intellectual choices.

We believe that the benefit of the educational experience at Macalester is the development of individuals who make informed judgments and interpretations of the broader world around them and choose actions or beliefs for which they are willing to be held accountable. We expect them to develop the ability to seek and use knowledge and experience in contexts that challenge and inform their suppositions about the world. We are committed to helping students grow intellectually and personally within an environment that models and promotes academic excellence and ethical behavior. The education a student begins at Macalester provides the basis for continuous transformation through learning and service.

History

The Founder's Vision. Macalester College was founded in 1874 with a commitment to making it one of the finest colleges in the country. Its founder, the Rev. Edward Duffield Neill, who served as a chaplain in the Civil War and held positions in three U.S. presidential administrations, journeyed to the Minnesota Territory in 1849 to do missionary work. He founded two churches and served as the state's first superintendent of public education and first chancellor of the fledgling University of Minnesota.

Having shaped the education of the Northwest's citizens, Neill turned to the education of its leaders. He believed that only a private college could offer both the academic quality and the values needed to prepare for leadership. He planned a college which would be equal in academic strength to the best colleges in the East. It would be Presbyterian-affiliated but nonsectarian, making it inclusive by the standards of his day.

Charles Macalester, a prominent Philadelphia businessman and philanthropist, made the establishing gift by donating the Winslow House, a noted summer hotel in Minneapolis. With additional funding from the Presbyterian Church and from the new College's trustees, Macalester opened in 1885 with five professors, six freshmen, and 52 preparatory students.

Defining Excellence. In 1887, a young classical scholar named James Wallace joined the faculty—and forever changed the future—of Macalester College. Over the next 50 years, as faculty member, president, fund-raiser, donor, and role model, James Wallace helped the College define its special values and its standards of excellence.

Wallace quickly established himself as a fine and demanding teacher, and he earned a national reputation for scholarship when he published two Greek textbooks that were widely used across the country. When he took on added duties as dean of the College and then as president, he dedicated himself to creating the strongest possible academic experience for Macalester students. He recruited excellent faculty members and carefully added new areas of study to the curriculum.

In spite of academic success, James Wallace's early years at Macalester were financially difficult. Gradually, his unceasing efforts built up a group of donors whose support, together with tuition from a growing student body, put the college on steady footing. By the time he rejoined the faculty in 1906, Wallace had enabled to college to pay off its debt, maintain a balanced budget, and begin to establish an endowment to offer some protection against hard times.

Until shortly before his death in 1939, James Wallace taught religion, Greek and political science. He inspired students to set high aspirations, strive for the best, and seek to serve humanity on a global basis. His long-standing interest in world affairs intensified throughout his lifetime, and just before his 90th birthday he published a third book, this one on international peace and justice.

Distinguishing Values. In the 1940s and 1950s President Charles J. Turck gave new focus to the College's internationalism through programs for foreign students, creation of overseas study opportunities, and the hiring of faculty from diverse backgrounds. Under his leadership, the College also broadened its base of community service and intensified its continuing interest in civic and national affairs.

Macalester engaged in a remarkable period of advancement throughout the 1960s. Under the leadership of President Harvey M. Rice, the College strengthened the academic credentials of its faculty, enhanced the academic program, and increased its visibility, attracting students from across the nation

and around the world. A major building campaign resulted in a fine arts center and two new science buildings which were among the best in the United States. All of this was made possible by the generous gifts of many friends, led by DeWitt and Lila Wallace, founders of the *Reader's Digest* and major benefactors of Macalester. Mr. Wallace, who died in 1981, was the son of President James Wallace and a member of the College's class of 1911.

In the mid-1970s, a self-study led Macalester to recommit itself to its liberal arts curriculum and to reassert five traditional and distinguishing values: involvement of students with faculty in the pursuit of learning; creation of a diverse campus community; incorporation of a global perspective in the curriculum and campus life; involvement of the College in the life of the metropolitan area; and espousal of service as a way of life.

The stories of four alumni provide evidence of the historic nature of those values:

> Catharine Deaver Lealtad became Macalester's first African American graduate in 1915; as a physician she spent a long career treating children affected by poverty, war and famine around the world.
>
> Esther Torii Suzuki was admitted to Macalester in 1942, freeing her from the internment camp where her Japanese American family was placed during World War II; she became a social worker and human rights activist.
>
> Walter Mondale, who grew up in southern Minnesota, was part of the Class of 1950; he went on to become vice president of the United States and U.S. Ambassador to Japan.
>
> Kofi Annan came to Macalester from Ghana; after his 1961 graduation he began a career with the United Nations culminating in his election to the post of U.N. Secretary General and his receipt of the 2001 Nobel Peace Prize.

Unprecedented Strength. The 1990s were another period of significant advancement for Macalester. In 1991, the College's endowment became significantly stronger than it had been, enabling Macalester to pursue its high ideals with renewed vision and confidence. The College increased the number of faculty positions, adding new depth and more broadly diverse perspectives to the educational program. The improved student-faculty ratio also made possible more flexible and personalized teaching approaches, including significant enhancement of an already strong emphasis on faculty-student collaborative research and writing. The College also increased international study opportunities for both students and faculty, and strengthened co-curricular programs from athletics to residential life to community service.

Through a comprehensive campus improvement program, virtually every academic and residential building on campus was renovated, as were the athletic facilities. Extensive renovation of the science facilities, which merged two buildings into the Olin-Rice Science Center, was completed in 1997. George Draper Dayton residence hall opened in 1998, the Ruth Stricker Dayton Campus Center in 2001, and the renovated Kagin Commons student services building in 2002.

Macalester President Michael S. McPherson has worked to enhance the College's considerable strengths and to extend its role as an educational leader. In addition, he has initiated a planning process intended to reaffirm the College's core values and key strengths and to seek new ways to apply them to the challenges of the 21st century. To help realize this vision, the College raised $55.3 million through a comprehensive fund-raising campaign which supported building projects, annual operations, scholarship funds, student-faculty research stipends and academic programs. In supporting these priorities, the alumni and friends of Macalester College have continued the traditions begun by Macalester's founders and carried forward throughout its history: providing an education of uncompromising academic quality to capable students from a wide range of social and cultural backgrounds, and preparing them to make a significant and positive difference in the world.

Church Affiliation

Macalester College opened its doors with the support of the Presbyterian Church. From the beginning, Macalester's leaders decided that the College should be nonsectarian in its instruction and attitudes. Their belief that the campus is a place to foster spiritual growth among people of many religions takes shape in the variety of religious offerings at the College. Macalester's full-time chaplain is an ordained Presbyterian minister. In addition, associate chaplains currently represent the Catholic and Jewish faiths. Ecumenical worship services are held regularly in the beautiful Weyerhaeuser Memorial Chapel on the campus.

Macalester College and the Presbyterian Church (USA) through the Synod of Lakes and Prairies signed a Covenant in 1996 which reaffirms the creative and intentional relationship between the Church and the College, expresses a spirit of respect and mutual cooperation, looks at ways in which the values of each institution intersect, and establishes a framework for working together to address significant social and faith issues in ways that result in growth and benefit for the Synod, the College, and the wider community.

College Seal

Macalester's founder, the Rev. Edward Duffield Neill, created the College's official seal representing the confluence of academic pursuit and personal values. In a sermon preached before the Presbyterian Synod of Minnesota in September 1873, he explained its significance:

"On the corporate seal of the institution are engraved two female figures, one in classic drapery, telescope in hand and compass at the feet, representing Science investigating the laws of Nature; the other in sitting posture and modern dress holding open the word of God, representing Revelation. They are in friendly converse, twin sisters of heaven as the motto suggests: *Natura et revelatio coeli gemini*."

Macalester would be affiliated with the Presbyterian Church, but unlike some religious schools of the time, it would be open to students of other faiths, and it would also be open to scientific and scholarly quests for knowledge and truth at the highest levels of quality.

That spirit of openness has continued through the years, resulting in a Macalester community where students, faculty and staff speak literally hundreds of languages; their cultural, ethnic and socioeconomic backgrounds form a rich tapestry that adds complexity and nuance to an already fertile liberal arts curriculum.

Today's students engage in the full scope of that curriculum, from the classics and religious studies to the ever-increasing complexity of the sciences, and from traditional strongholds such as political science, history, economics, languages and the arts to newer interdisciplinary fields such as environmental studies and international studies.

Presidents

The Rev. Edward Duffield Neill,* D.D., 1874–1884
The Rev. Thomas A. McCurdy,* D.D., 1884–1890
The Rev. David James Burrell,* D.D., 1890–1891
The Rev. Adam Weir Ringland,* D.D., 1892–1894
James Wallace,* Ph.D., LL.D., D.D., 1894–1906
Thomas Morey Hodgman,* LL.D., 1907–1917
The Rev. Elmer Allen Bess,* D.D., 1918–1923
John Carey Acheson,* A.M., LL.D., 1924–1937
Charles Joseph Turck,* A.M., LL.B., LL.D., 1939–1958
Harvey Mitchell Rice,* A.M., Ph.D., L.H.D., LL.D., 1958–1968
Arthur S. Flemming,* A.B., M.A., J.D., 1968–1971
James A. Robinson, A.A., A.B., M.A., Ph.D., 1971–1975
John B. Davis, Jr., B.A., M.Ed., E.Ed., LL.D., 1975–1984
Robert M. Gavin, Jr., B.A., Ph.D., 1984–1996
Michael S. McPherson, B.A., M.A., Ph.D., 1996
** Deceased*

The Board of Trustees

Officers

Mark A. Vander Ploeg '74, *Chair*

Stephen M. Clement, III, *Vice Chair*

Mardene Asbury Eichhorn '53, *Vice Chair*

John C. Robinson '71, *Treasurer*

David J. Deno '79, *Secretary*

Trustees

Decker Anstrom '72, *President and COO, Landmark Communications, Inc., Norfolk, Virginia*

Warren F. Bateman '44, *Sales Representative (Ret.), West Publishing Company, Miami, Florida*

Kjell Bergh '70, *Chairman of the Board, Bergh International Holdings, Inc., Delray Beach, Florida*

Cecil Callahan '76, *Chairman of Investments/Alternate Director, Tri-Linear Asset Management, Cape Town, South Africa*

Stephen M. Clement, III, *Headmaster, The Browning School, New York, New York*

David J. Deno '79, *Chief Financial Officer, Tricon Global Restaurants, Inc., Louisville, Kentucky*

Mardene Asbury Eichhorn '53, *Psychotherapist (Ret.), Champlin, Minnesota*

Peter H. Fenn '70, *President, Fenn and King Communications, Washington, D.C.*

Roy Gabay '85, *Theatrical Producer, Gabay Productions, New York, New York*

Susan M. Haigh '73, *Ramsey County Commissioner, Ramsey County Board of Commissioners, St. Paul, Minnesota*

Timothy D. Hart-Andersen, *Pastor, Westminster Presbyterian Church, Minneapolis, Minnesota*

Carol Schwarting Hayden '56, *Community Volunteer, Minneapolis, Minnesota*

David C. Hodge '70, *Dean of the College of Arts and Sciences, University of Washington, Seattle, Washington*

Timothy A. Hultquist '72, *Advisory Director, Morgan Stanley & Co. Incorporated, New York, New York*

Doyle E. Larson '52, *Major General, U.S.A.F. (Ret.), Burnsville, Minnesota*

Jeffrey B. Larson '79, *Senior Vice President, Harvard Management Company, Boston, Massachusetts*

Linda C. Loving, *Pastor, The House of Hope Presbyterian Church, St. Paul, Minnesota*

Michael S. McPherson, (ex officio), *President, Macalester College, St. Paul, Minnesota*

Joan Adams Mondale '52, *Potter and Arts Advocate, Minneapolis, Minnesota*

Lynn Niederfeld Morgan '68, *Vice President of Feature Production, Warner Bros., Burbank, California*

Janet Rajala Nelson '72, *Insurance Executive, Minneapolis, Minnesota*

Ford J. Nicholson '78, *President, Draft Co., St. Paul, Minnesota*

Allen L. Parchem '67, *Chairman, President and CEO, RHR International Company, Wood Dale, Illinois*

David A. Ranheim '64, *Of Counsel, Dorsey & Whitney, Minneapolis, Minnesota*

John C. Robinson '71, *Partner, Babcock & Brown L.P., San Francisco, California*

Bruce L. Soltis '66, *Senior Vice President, SYSCO SERCA Food Services, Inc., Toronto, Ontario, Canada*

Molly McGinnis Stine '87, *Partner/Attorney, Lord, Bissell & Brook, Chicago, Illinois*

Ruth Stricker Dayton '57, *Executive Director/Owner, The Marsh, Minnetonka, Minnesota*

Mark A. Vander Ploeg '74, *Vice Chairman, Investment Banking, Merrill Lynch, Palo Alto, California*

Shelley Carthen Watson ’82, *Associate General Counsel, University of Minnesota, Minneapolis, Minnesota*

F. T. Weyerhaeuser, *Chairman of the Board (Ret.), Clearwater Management Company, St. Paul, Minnesota*

Stephen F. Wiggins ’78, *Chairman and CEO, HealthMarket Inc., Norwalk, Connecticut*

Gülüm Özüstün Williams ’92, *Director of Operations, The Boston Consulting Group, New York, New York*

Admissions, Expenses and Financial Aid

Admissions Policies

The nature of a college is strongly affected by the people who study there. This is particularly true for a small, undergraduate institution like Macalester. It is the goal of the Admissions Office to bring to campus each year a group of entering students who will further a tradition of academic excellence which is enriched by international and multicultural awareness and service to others.

Because Macalester prides itself on academic excellence, a primary goal of the admission process is to select from among applicants those students who show particular promise to profit from and contribute to the intellectual life of the college. Our evaluation of this potential is a humanistic one. While standard statistical measures such as test scores are part of a highly selective admission process, many other factors are considered in our estimation of a candidate's intellectual promise. Among these are recommendations from secondary school personnel, the student's application essays and admissions interviews.

Macalester maintains a strong belief that learning transcends the classroom, and that students learn a great deal from each other, receiving insights into people and events that their own backgrounds did not provide. Macalester's vigorous classroom experience was thus enriched by a student body which represented 50 states and included citizens of 88 other countries in 2001–2002, as well as varied economic, cultural and religious backgrounds.

In addition, we believe that a fulfilling college experience includes a dynamic campus life. Macalester students have long made significant achievements in nonacademic areas—in the arts, in athletics, in activities involving contributions to the world around them. For this reason, evidence of social and ethical concerns, leadership potential and the ability to contribute to campus activities are important considerations in our evaluation of a candidate's admission credentials.

Our admission evaluations are both comprehensive and complex, because there are many ways in which a student can show promise for contributing to Macalester. We seek a student body which is committed to academic challenge, and will contribute to campus life beyond the classroom. Living on campus is an important part of a Macalester education. For this reason, the College expects all entering students to live on campus for two consecutive years, and many students choose to remain on campus for all four years. Macalester's residence halls provide students with opportunities to meet and interact with people very different from themselves, participate in new activities and learn how to manage the many responsibilities of college life.

Secondary School Preparation

Macalester expects applicants to have completed (at a minimum) a secondary school curriculum consisting of: four years of English; three years of history or social science; three years of mathematics; three years of laboratory science; and three years of foreign language. In addition, Macalester expects its applicants will have taken at least some of the honors or advanced courses available at their secondary schools. Macalester uses no minimum grade point

average as a threshold for admission, and no applicant will be disqualified for lacking a particular course.

College Entrance Testing

Freshman candidates are required to take either the SAT I of the College Entrance Examination Board or the ACT of the American College Testing program. Macalester accepts scores from non-standardized administrations of the SAT I and the ACT, as approved and administered by these agencies. The SAT II examinations of the College Entrance Examination Board are not required for admission; however, they are used for placement in mathematics, the sciences and languages. Students considering these fields for further study should consider taking the appropriate achievement tests.

Methods of Application for First-Year Students

Application materials may be obtained by writing to the Admissions Office, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105 or by visiting our Web site at www.macalester.edu. Macalester also accepts the "Common Application" which is available in most secondary school counseling offices and can be accessed on our Web site. Students using this form, however, must submit a one-page supplement available on our Web site or from the Macalester Admissions Office upon request.

There are a number of ways in which students may fill out Macalester's application using a computer. Contact the Admissions Office for detailed information or visit the college web site at www.macalester.edu to download the application. The Minnesota College Admission Form *cannot* be used for application to Macalester.

A $40 non-refundable application fee is required. The fee may be waived based on written request from the student's secondary school counselor. This request *must* include a brief explanation of the financial circumstances necessitating the waiver.

Macalester offers three application process options for first-year students. The procedures are nearly identical for each option; however, notification dates and deposit deadlines vary. The criteria for the awarding of financial aid and special scholarships are the same for all three decision dates. *For all application deadlines, materials should be postmarked by the requested date.*

Permanent residents of the United States should follow the procedure used by the U.S. citizens. All U.S. permanent residents must supply a photocopy of their green card with the application form.

Candidates should be aware that Macalester will accept no more than the equivalent of 20 credit hours for academic work completed prior to matriculation at Macalester. Students who have completed a semester at a college or university as a full-time student before graduating from high school must apply as a first-year student.

Application Deadlines and Reply Dates
(for U.S. Citizens and Permanent Residents)

	Application Deadline	Decision From Macalester	Candidate's Reply Date
First Year Students			
Early Decision I	November 15	December 15	January 15
Early Decision II	January 15	February 7	March 7
Regular Decision	January 15	March 30	May 1
Transfer Students			
Fall Term	April 1	May 15	2 weeks after notification

Application Deadlines and Reply Dates
(for International Students)

	Application Deadline	Decision From Macalester	Candidate's Reply Date
First Year Students			
Early Decision I	November 15	December 15	January 15
Regular Decision	January 15	March 30	May 1
Transfer Students			
Fall Term	January 15	March 30	May 1

Early Decision: For students who have decided that Macalester is their first choice institution, the college offers two Early Decision application plans.

Early Decision I candidates must file their applications and supporting materials by November 15 of their senior year. Secondary schools must include grades through the first quarter or trimester of the senior year in the credentials they submit. Each Early Decision I applicant will receive one of three responses from the Admissions Office in mid-December: an offer of admission, postponement for consideration with the Regular Application candidate group, or denial of admission. Candidates admitted under this application plan must make a *non-refundable* $300 tuition deposit by January 15. Instructions on applying for financial aid will be mailed when the application for admission is received or sooner upon request.

Early Decision II candidates must file their applications and supporting materials by January 15, and will receive one of the three admissions responses in early February: an offer of admission, postponement for consideration with the Regular Application group, or denial of admission. Students offered admission under this plan must make a *non-refundable* $300 tuition deposit by March 7. It is thus important that candidates requesting financial aid file the appropriate forms at the earliest possible time. Instructions on applying for financial aid will be mailed when the application for admission is received or sooner upon request. Early Decision II is available for U.S. citizens and Permanent Residents only.

In choosing either of the Early Decision plans, candidates are indicating that Macalester is their first-choice college and that they would like early notification. **Under both plans, a candidate must apply to no other**

college or university under an early decision plan. While early decision candidates may file regular applications to other institutions, the election of a Macalester Early Decision plan constitutes a pledge that these applications will be withdrawn and no new applications will be initiated when the candidate is offered admission to Macalester. If applying for financial aid, candidates may wait for the preliminary Macalester aid package before withdrawing other applications.

Regular Application: Under this application program candidates must submit application materials by January 15. Admissions decisions will be mailed during the last week of March. Students offered admission must make a *non-refundable* $300 tuition deposit by the national Candidate's Reply Date of May 1. The non-refundable deposit is due regardless of whether a financial aid award has been received, so candidates should be sure that financial aid materials have been submitted at the earliest possible date, and before March 15 at the latest.

For all Macalester admission plans, candidates must submit their applications by the deadline to ensure thorough consideration by the Admissions Committee. Regular Decision applicants whose credentials are not received by January 15 will be considered only if additional places are available in the entering class. Also, housing and financial aid will be subject to availability for all late applicants.

Financial Aid: Macalester remains committed to meeting the full demonstrated financial need of every student offered admission to the College. First-year students applying for financial aid should complete the *Free Application for Federal Student Aid (FAFSA)*, which is required for federal aid, and the *Financial Aid PROFILE* of the College Scholarship Service, which is required for Macalester gift-aid consideration. Both forms may be obtained from a high school or college counseling office or on our Web site and must be submitted to the respective agency directly. (Applicants for the academic year 2003–2004 should submit 2002 financial information.)

Early Admission: Occasionally a few students who have not yet graduated from secondary school are admitted to Macalester at the end of their junior year. Among the major considerations for early admission are the judgments of the Admissions Committee, the secondary school principal or college advisor, and the school faculty concerning the candidate's maturity and qualifications to do distinguished work in college. An interview is almost always necessary. The Regular Application process should be used by students seeking early admission to Macalester.

Advanced Standing: For students admitted to Macalester through the first-year admissions program, Macalester will accept for credit no more than the equivalent of twenty Macalester credit hours from courses earned at a college or university prior to matriculation at Macalester. Summer session college credits, Minnesota Post-Secondary Education Options Program credits, International Baccalaureate credits, and Advanced Placement Program credits are included under this limitation. (The only exception to this limitation applies to students who have achieved the equivalent of *twenty-four* Macalester credit

hours solely through College Board Advanced Placement Examinations.) Credits earned through Advanced Placement, International Baccalaureate or GCE A-Level examinations cannot be used to meet the college's general distribution requirement.

College- or university-level courses must be taken *directly* at the college or university from which the credit is granted. Macalester will not award credit for courses which were taken in secondary school, or which were used to satisfy any of the requirements for graduation at the student's secondary school.

Deferral: Each year, some students who have been offered first-year admission to Macalester request the deferral of their admission. Deferrals may be granted for a variety of reasons, most commonly to allow a student to spend time overseas. Deferral requests which are approved, at the discretion of the Dean of Admissions, are granted for a period of one academic year. There are no semester deferrals. Candidates should be aware, however, that Macalester will accept no more than the equivalent of 20 credit hours for academic work completed prior to matriculation at Macalester, whether earned during secondary school or during the deferral period. Decisions regarding credit are made by the Registrar. Deferral requests or questions about the deferral process should be directed to the Admissions Office. For more information, phone the Admissions Office at (800)231-7974 or (651) 696-6357.

Methods of Application for Transfer Students

A transfer student is anyone who has been enrolled in a college or university as a degree-seeking student.

Transfer students should follow the regular application procedures and submit a Dean of Students' Recommendation from the college at which they were most recently a degree-seeking student, plus transcripts of all high school and college work. Transfer applicants should usually present a cumulative grade point average of "B+" (or 3.33 average) or better. The application fee for transfer students is $40.

Students considering transferring to Macalester may have their transcripts evaluated for the transfer of course credits prior to applying by sending an official transcript and specifically requesting this service from the Admissions Office. This evaluation is only preliminary, but is complete enough to be helpful in planning for transfer.

For U.S citizens and Permanent Residents the deadline for fall term transfer application is April 1. Notification of admissions decisions will be completed by May 15 for applications received by the deadline, and continues on a "rolling" basis after that date.

For international students the deadline for fall term transfer application is January 15. Notification of admissions decisions will be mailed the last week of March. Students offered admission must make a *non-refundable* $300 tuition deposit by May 1.

There is no spring term admission at Macalester for either transfer or first year students.

Credits from accredited colleges will be evaluated according to the nature and quality of the work presented, as determined by the Registrar's Office. Students who have successfully completed courses with grades of "C−" or better in the natural sciences, social sciences, fine arts and humanities (or, in the case of community college transfer students, a transfer liberal arts program) will usually find that their credits transfer to Macalester. Six "quarter credits" equal four semester hour credits; courses taken pass/fail must have a verified grade of "C−" or better to transfer.

Students who have attended non-accredited institutions must have their work validated by examination or by showing competence to carry advanced work successfully. Award of credit in such cases may be delayed for one or two terms awaiting such evaluations.

Transfer candidates should note that no more than one-half of the number of credits required for graduation will be accepted. All candidates for a Macalester College degree must successfully complete at least one-half of the number of credits required for graduation at Macalester or on an approved Macalester off-campus program.

International Student Admission

International students should direct inquiries and make application to Macalester through the Office of Admissions, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105.

An international student applicant is any candidate who is neither a citizen of the United States nor a U.S. permanent resident.

International candidates must submit the following materials:

1. The Macalester College International Application Form for Admission.

2. Two Candidate Recommendation forms from teachers.

3. The School Report form completed by the School Counselor or Head of School Evaluation.

4. Original or certified copies of high school and post-secondary transcripts signed by the proper authority and indicating courses taken and grades earned.

5. Original or certified copies, signed by the proper authority, of final high school examinations (leaving certificates) and standardized national examinations (GCE, WAEC or others). If the results of these examinations are not available at the time of application, they may be submitted separately.

6. Proof of English language proficiency as documented by results of the Test of English as a Foreign Language (TOEFL) or the SAT II English Language Proficiency Test (ELPT). Arrangements to take the SAT II or TOEFL test should be made well in advance through the student's school; the nearest U.S. Consulate; by writing to SAT, Box 589, Princeton, New Jersey 08541, U.S.A.; or by writing to TOEFL, Box 899, Princeton, NJ, 08541, U.S.A.

7. The results of the Scholastic Assessment Test (SAT I). Arrangements to take the examination should be made well in advance through the student's school,

the nearest U.S. Consulate or by writing to SAT, Box 589, Princeton, New Jersey 08541, U.S.A.

8. Certified proof of financial support from parents and/or other sponsors.

9. For applicants requesting financial aid and who are not permanent residents of the United States, a completed Macalester International Student Financial Aid form.

Students Not Seeking a Degree

If a course is not fully enrolled by degree-seeking Macalester students, registration is sometimes possible for students not seeking a degree. Financial aid is not normally available; however, outside funds may become available and students not seeking a degree may inquire about this possibility if they need financial aid. An application for admission must be submitted to the Registrar's Office at least one month before the semester's first day of classes. Initial application for non-degree seeking status may be made only for the fall semester. Applicants must be high-school graduates, and must have completed some college- or university-level coursework.

Macalester graduates may register for courses for credit during the registration period at the beginning of each term. Permission of the instructor is required to register for each course. Registration information and class schedules are available through the Registrar's Office.

High school students. Macalester accepts a small number of high school students to take a course at the College through the Post-Secondary Enrollment Options program. To be eligible for the program students must have exhausted the programs and curriculum available at their high school in the subject they wish to study at Macalester and be in high academic standing. Interested students should contact the Admissions Office for application information.

Visits to the Campus

Prospective students and others desiring guided tours should contact the Admissions Office at least one week in advance of the intended visit. Appointments can be made for tours and interviews by phoning the Admissions Office at (651) 696-6357 or toll-free (800) 231-7974 between 8:00 a.m. and 5:00 p.m. weekdays throughout the year. The Admissions Office is also open for interviews and tours until noon on Saturdays from September through the second week of December and during the month of April. The office is closed on holidays, such as Thanksgiving, January 1, Martin Luther King, Jr. Day, Memorial Day, July 4, and Good Friday. The best time to visit the campus is during the academic year when classes are in session. Class visits may be arranged by contacting the Admissions Office at least one week in advance.

Prospective students may wish to stay overnight on campus. Arrangements to stay overnight on the campus must be made at least two full weeks in advance. Prospective students are housed with volunteer Macalester students; therefore, overnight visits are limited to one night only. Three meals are provided by the Admissions Office; visiting students may pay for any additional meals desired. More detailed information on overnight visits is available by writing or calling the Admissions Office at (651) 696-6357 or (800) 231-7974.

To Learn More

Office Of Admissions
Macalester College
1600 Grand Avenue
St. Paul, Minnesota 55105-1899

Phone: (651) 696-6357
Toll free: (800) 231-7974
FAX: (651) 696-6724
TDD: (651) 696-6833
Web: www.macalester.edu
E-mail: admissions@macalester.edu

Tuition, Fees, and Room and Board 2002–2003

The tuition rate for full time students (12–18 hours per semester) for 2002–2003 is $23,604 per year.

Fees

Application Fee	$40
Enrollment Deposit (applied to first semester tuition charges)	300
Late Registration Fee	100
Late Validation Fee	50
Late Payment	40
Student Activity Fee	168
ACTC Bus Fee	18

Newly admitted students pay a one time, non-refundable deposit of $300 to reserve a place in the entering class. This deposit is applied to first semester tuition charges.

Tuition

Regular

Full-time, per academic year (12–18 hours per semester)	23,604
Part-time, less than 12 hours per semester (per semester hour)	740
Hours in excess of 18 (per semester hour to a maximum of 20)	1,480

Charges for hours in excess of 18 per semester are waived if students enroll for 12–14 hours in the other semester of the same academic year. They are not waived if students enroll in fewer than 12 hours or withdraw from a fourth course.

Special

Macalester Graduate, maximum of 5 hours per semester	740
(Graduates taking more than the stated credit limit are billed the regular part-time or full-time tuition rate for all credits.)	
Credit by Examination	2,960
Summer Independent Study (Summer 2003, per semester hour)	740
January Independent Study	No Charge

Music Lessons

Private lessons, per semester, non-major student	310

(Music major/core/minor students: rates vary, see Performance Instruction under Music section of this catalog.)

Study Away

January or summer program: actual program cost plus $35
Semester program: actual program cost plus $375
Year-long program: actual program costs plus $500
Except for a number of direct exchange arrangements with foreign universities, Macalester does not charge its own tuition for the credit it awards for study away. Instead, it adds a nominal study away charge to the actual tuition charges of a student's program, as billed by program sponsors, and substitutes this for Macalester tuition during the period the student is away. In order to receive credit for study away, program tuition charges must be handled through Macalester.

Room and Board

Per academic year	6,516
(Room—3,383)	
(Board—3,133)	
Language Houses (room only)	3,583
Apartment (room only)	4,477

Residence Halls

Students interested in living in college housing will be provided with a residence hall application at the time they receive notice of admission to the College. The completed room application should be returned immediately to the Admissions Office. Housing is assigned to new students in order of receipt of the residence hall application.

Refund Policy

The deposit made by an applicant is non-refundable. Therefore, if new students have difficulty with deposit deadlines they should contact the Admissions Office. (The $300 deposit is applied as a credit against first semester charges.)

No tuition, room or board is refunded or credited after the 33rd class day of the semester.

Tuition refunds for official withdrawal from the College during the first 33 class days of the semester are as follows for returning students: a) 1st–7th day: 90 percent; b) 8th–17th day: 50 percent; c) 18th–33rd day: 25 percent.

Room and board refunds for both new and returning students are calculated on a daily basis by the number of days in the dormitory as of the checkout date. One week is added to the official date of room vacancy when computing the pro-rated refund. Students who move out of College residences but remain enrolled in the College are not eligible for room and board refund. Students may arrange a transfer of the room and board contract to another student with approval of the Office of Residential Life.

Students receiving financial aid who receive tuition and/or room and board refunds will receive a similar reduction in their total financial aid package. Refund calculations for the Title IV aid recipients are regulated by federal requirements and differ from the institutional policy. (See the Financial Aid section of the Student Handbook for additional refund policy information.)

No refunds are granted without first receiving official permission or withdrawal from the College from the Dean of Student's Office.

The student activity fee and ACTC bus fee are non-refundable.

Students leaving the College any time after registration without being granted an official permission, or by reason of being suspended or dropped, will not be eligible for any refund under this policy.

Payment of Student Accounts

Students are billed for the fall semester in mid-July, with charges due and payable on or before August 15. Students are billed for the spring semester on December 14, with charges due and payable on or before January 15. If full payment is not made by this date, an annual finance change of 8% is incurred on the balance due.

Each semester's bill will include the total charges for that semester's tuition, room and board if applicable, and any appropriate fees minus that term's portion of financial aid, outside scholarships, and tuition remission awarded to the student, along with any other money paid on the student's behalf from any outside source. The value of any work-study generated financial aid will not appear on the bill since it is anticipated money and will only be available as it is earned. Work-study earnings are paid directly to the students on a monthly basis. Students wanting to apply work-study earnings to their bills must make payment arrangements with the Student Accounts Office.

Students and/or parents wishing to borrow additional money to apply to the semester bill need to contact the Financial Aid Office to determine the options available to them. Tuition Management Systems (TMS) also operates an independent monthly payment plan with insurance and extended payment features. Information and application materials are available from the Student Accounts Office.

Prior Indebtedness

Students who are not current on their payment plan will not be allowed to validate for a current or successive semester and will not be permitted to receive transcripts.

Other Policies:

A. NSF CHARGES: A non-refundable twenty dollar ($20.00) service charge is assessed to a student's account each time a check is returned for non-sufficient or uncollected funds. After three NSF checks, the student will be required to make further payments with cash, cashier's check or money order. All NSF checks include those returned to Ruminator Books.

B. GRADUATION: Outstanding balances must be paid in full three weeks prior to graduation. Graduates who have a balance due may participate in commencement ceremonies but will not be allowed to receive their diploma or copies of transcripts. All students with loans must complete an exit interview before graduation.

C. TRANSCRIPTS: Transcript requests should be directed to the Registrar's Office. Requests are denied if a balance remains on a student's account. If a

personal check is used to pay the balance, a five-working-day period is required before the transcript is released.

D. FINES: Fines should be paid as soon as they appear on the Student Account Statement.

Financial Aid

A high-quality Macalester experience relies on — outstanding faculty members, small classes, individual study opportunities, and excellent equipment and facilities — all of which are expensive to provide. The primary responsibility for meeting this cost rests with students and their families. If costs are a concern, we encourage students to complete the financial aid process to determine eligibility for federal, state, and institutional assistance.

The amount of financial aid a student receives is based on how much the family can reasonably afford to contribute compared with the price of attending Macalester. To be considered for financial aid, a student must first submit a Free Application for Federal Student Aid (FAFSA) to the federal processor and a Financial Aid PROFILE to the College Scholarship Service (CSS). The contribution expected of the student and family is determined by an analysis of the FAFSA and PROFILE data. The Macalester Financial Aid Office then evaluates the family's financial data, reviews the computations made by the processing services, and determines the student's financial need. Finally, a financial aid package is awarded to the student and is based on the difference between what the family can reasonably afford and the cost of attending Macalester.

Prospective students interested in seeking financial aid should file an admission application by January 15 and the financial aid forms by the first week of February. Macalester financial aid officers are available for consultation throughout the year and encourage students to make appointments to discuss their financial concerns.

Macalester's financial aid program is open to all full-time students attending classes during the academic year from September through May. Financial aid is not available for summer study. A student may receive Macalester aid up to eight semesters assuming other criteria are met.

All students applying for Macalester financial aid are required to seek and maintain scholarships offered by organizations in their communities, parents' employers, and other organizations. All financial assistance from outside sources must be reported to the Financial Aid Office as it must be coordinated with Macalester aid.

In most cases, a student must be 24 years old to file as an independent student. Students considering filing for aid as independent students are encouraged to contact the Macalester Financial Aid Office before completing their applications. Students entering Macalester as dependent students will remain

so for institutional financial aid purposes to the completion of the bachelor's degree.

Returning students must reapply for financial aid each year. Renewal aid forms are distributed to Macalester students by the Financial Aid Office. Financial aid award letters are mailed to returning students in early June. Students with student employment awards are encouraged to find their jobs for the next academic year in late April.

How to Apply for Financial Aid

Prospective students who are candidates for financial aid at Macalester College must take the following steps:

1. File a formal application for admission with the Admissions Office.

2. Complete the FAFSA and Financial Aid PROFILE forms, submit them to the appropriate processing services, and request that a copy be sent to Macalester College. These aid application forms are normally available from high school guidance offices and on the Internet. If necessary, aid applications may be obtained from the Macalester Financial Aid Office.

3. All students receiving financial aid from the College are required to submit their parents' and their own federal tax returns and W-2 forms to support the financial information on the FAFSA and Financial Aid PROFILE.

NOTE: Students who are not U.S. citizens or U.S. Permanent Residents apply for financial aid to the Director of International Admissions.

Changes in Financial Aid Policies

Macalester's financial aid policies do change from time to time due to federal and state requirements and the College's continued effort to serve students. Students should refer to the *Macalester College Student Handbook*, which is updated annually and includes additional financial aid information.

Types of Assistance

Financial aid is generally awarded in the form of a package including grant, work, and loan funds. The amount of each type of aid varies according the student's financial need, College funds, and College aid policies. During 2001–2002, more than 70 percent of Macalester's 1,769 full-time students received financial assistance amounting to $24 million. Over 75 percent of this amount was gift aid.

Macalester College Grants and Scholarships

General Grants. General grants, provided from the College budget, are awarded to first-year students, transfer students, and upperclass students who have financial need. Students need not apply separately for specific grants since they will automatically receive consideration for all funds for which they may be eligible through the financial aid process.

Endowed Scholarships. A large number of endowed scholarships are available as a result of generous gifts from friends and alumni of the College. Endowed

scholarships are an integral part of financial aid at Macalester and contribute significantly to the policy of meeting full demonstrated need. The income from these funds is generally awarded to sophomores, juniors and seniors who have shown strong academic performance and have financial need.

Macalester College National Merit Scholarships are awarded to National Merit Finalists who have designated Macalester as their first-choice college. The National Merit Scholarship Corporation awards a minimum annual award of $1,000. Macalester augments the National Merit Scholarship with an additional scholarship of up to $4,000, for a total of $5,000 for each of four years.

DeWitt Wallace Scholarships may be awarded to a selected number of students who are National Merit Commended Students, Semifinalists and Finalists who are not awarded a National Merit Scholarship. Recipients typically have outstanding academic records, rank near or at the top of their high school graduating class, and have strong leadership skills and extracurricular involvement.

DeWitt Wallace Grants may be awarded to middle-income students who need assistance in order to attend Macalester and whose academic records have shown them to be worthy of recognition within the highly competitive context of the Macalester applicant pool.

Catharine Lealtad Scholarships are awarded to African American, Hispanic, and Native American students who have achieved a strong high school record and may have been recognized by the National Achievement Scholarship Program or the National Hispanic Scholarship Program. This scholarship is named for Dr. Catharine Lealtad, Class of 1915, the first African American woman graduate of the College.

National Presbyterian Scholarships are awarded to members of the Presbyterian Church. Recipients selected by the National Presbyterian Scholarship Committee receive annual awards up to $1,400 per year, depending upon financial need. Applications may be obtained from local church offices in the fall of the student's senior year of high school. The December 1 deadline is strictly enforced.

Macalester Student Employment is a significant part of the College's financial aid program. Almost three-fourths of students are employed part time on campus. In addition to federal and state funding, almost 75% of the employment program is funded by Macalester dollars. Macalester provides more than 1,100 on-campus jobs in administrative and service offices, academic departments, the library, grounds crew, etc. Job placement is determined by the student's interest and abilities, as well as the pool of available jobs. Upper-class students may participate in internships and work-study employment off-campus.

Federal Government Assistance

Federal Pell Grant Program. This is the largest federal grant program. Awards to students are based on their enrollment status, their financial need and the cost of education at the school they plan to attend. For the 2002–2003 academic year, the maximum award is $4,000. Application is made by completing the FAFSA and designating Macalester College school code 002358.

Federal Supplemental Educational Opportunity Grants (SEOG). This federal grant program provides colleges with funds to help financially needy students with their educational costs.

Federal Work-Study Program (FWS). Jobs are offered to students who demonstrate financial need. Under the program, Macalester pays at least 25% of the student's wages and the federal government pays the remaining 75%.

Loans

Federal Perkins Loan Program. This federal program provides low interest loans to students as part of their aid packages. The exact amount of the loan depends on the financial need, the funds that are available, and the aid policies of Macalester. Students may borrow up to $4,000 per year. Repayment and the 5 percent interest rate begin nine months after graduation or after a student drops below half-time enrollment.

Federal Stafford Student Loan (Subsidized and Unsubsidized). Stafford student loans are available to students enrolled at least half time and who complete the FAFSA. The maximum annual loan is $2,625 for freshmen, $3,500 for sophomores, and $5,500 for juniors and seniors. The exact amount of the loan and type, Subsidized or Unsubsidized, depends upon federal guidelines. The student may be required to pay a loan origination fee. Under the Subsidized Federal Stafford Loan program, no interest is charged, nor is repayment required while the student is in college. Under the Unsubsidized Federal Stafford Loan, the student is charged interest while in school, but may defer this interest during the school period.

Federal Parent Loan for Undergraduate Students (PLUS) is a federal loan program under which parents may borrow up to the cost of attendance less other financial aid. Borrowers pay a variable interest rate, capped at 9 percent.

Minnesota Student Educational Loan Fund (SELF) is a student loan program available to Minnesota residents and students attending participating colleges in the state. Students may borrow a maximum of $4,500 per year during the freshman and sophomore years and $6,000 per year for the junior and senior years. This loan requires a co-signer and is a variable interest rate loan with interest starting at the time of the loan disbursement; repayment of the principal begins 13 months after the student leaves college.

State of Minnesota Aid

Minnesota State Grant Program. All Minnesota residents who are applying for financial aid apply for a state grant. Application is made by completing the FAFSA. In 2001–2002, 183 Macalester students received an average grant of $3,500 through this program.

Minnesota State Work-Study Program. Minnesota residents who have demonstrated financial need are eligible to receive state work-study funds.

Satisfactory Academic Progress

According to the Higher Education Amendments of 1976, post-secondary institutions are required to establish standards of Satisfactory Academic Progress for students receiving financial aid from the federal government. The concept of satisfactory progress mandates that both grade point average and the number of credits completed are monitored. In compliance with the requirement, Macalester College has developed the standards cited below for Satisfactory Academic Progress.

Each full-time student is allowed 5 years (10 semesters) to complete an undergraduate degree and receive federal financial aid. It should be noted that although ten semesters of eligibility are allowed for federal funds, eight semesters is the limit for College funds.

Satisfactory Academic Progress Requirements

At the completion of this full-time semester	A student must have accrued at least this many credits	With at least this grade point average
1	13	1.70
2	26	1.70
3	39	1.85
4	51	1.85
5	64	2.00
6	77	2.00
7	90	2.00
8	102	2.00
9	115	2.00
10	128*	2.00

The number of credit hours required for graduation for the graduating class of 2003 is 128.

Students who do not meet these standards will be placed on financial aid probation. A student on probation must register for and complete four classes with at least a 2.00 average. Students who fulfill these requirements will continue to receive aid and will remain on probation until satisfactory academic progress as defined by the chart has been achieved.

Students who do not meet the requirements of the probation semester will be placed on strict financial aid probation. If, during this semester, the student fails to complete four classes with at least a “C” average, financial aid will be terminated.

If a student feels mitigating circumstances affected performance, a written appeal with supporting documentation can be submitted to the Financial Aid Office. The financial aid officers will review the appeal and notify the student of their decision. A student whose appeal is not approved may present a final appeal to the Macalester Academic Standing Committee.

The Academic Program

The Academic Year

Calendar and Credit

The academic calendar at Macalester is divided into a 14 week fall semester (September to December) and a 14 week spring semester (February to May).

The Macalester credit system is based on the semester hour. Most courses are offered for four semester hours of credit, but the amount of credit may vary. Each course description in this catalog indicates the amount of credit assigned to the course. Credit policies for physical education activities, forensic and dramatic arts practica, music ensembles and lessons, and dance activities and ensembles are described in the departmental sections of this catalog, under curriculum.

January Offerings

Macalester students may earn up to two semester hours in independent projects, internships, or Macalester-sponsored off campus courses. Further information about January study options is available in the Registrar's Office.

Summer Offerings

Macalester students may earn up to eight semester hours in independent study during the summer through independent projects or internships. A learning contract must accompany each registration. Summer independents and internships are available only to current Macalester students.

In addition to independent study options there are occasionally credit-bearing institutes offered by Macalester faculty. These institutes are open to non-Macalester students.

Further information about summer independent study options or summer institutes is available in the Summer Study Office.

As a general rule, there is no financial assistance available for summer study. In addition, no special tuition rates are offered.

Graduation Requirements

I. The number of hours required for graduation will be 128. These credit hours must include:

A. Eight (8) semester hours in courses in the social sciences.
B. Eight (8) semester hours in courses in the natural sciences and mathematics.
C. Twelve (12) semester hours in courses in the humanities and fine arts; at least four (4) semester hours must be in courses in the humanities and four (4) semester hours in the fine arts.
D. No more than ninety-six (96) semester hours in courses in any one of the four areas: social sciences, natural sciences and mathematics, humanities, and fine arts.
E. No more than sixty (60) semester hours in courses in a single academic discipline.

F. No more than twenty-four (24) semester hours in courses numbered 95, 96, 97, 98.

II. Four (4) semester hours earned in a course designated as meeting the International Diversity requirement and four (4) semester hours earned in a course designated as meeting the Domestic Diversity requirement.

III. Approved major concentration plan filed and completed.

IV. A cumulative grade point average (GPA) of at least 2.00.

V. The number of semesters spent in residency must be at least four (4). At least one of these must be in the senior year. Participation in off-campus study programs does not count toward satisfaction of this requirement.

VI. One (1) First Year Course completed in the first semester.

VII. Proficiency in a second language equivalent to four (4) semesters of college study.

VIII. Declaration of Intent to be Graduated form filed.

Explanations and Regulations Concerning Graduation Requirements

I. Courses: All credit courses offered in fall, spring or summer terms are applicable toward the graduation requirements. Course credits may also be earned through successful completion of combinations of activity courses in communication studies, music, and physical education. (See departmental listings in the curriculum section of this catalog.)

Credits toward graduation are subject to limitations in certain areas, including maximum credits that may be earned in a single division or in a single discipline, as listed above, or through independent studies, as described under Individualized Learning on page 40.

General Distribution Requirement:

Not all courses fulfill this requirement. For courses which meet this requirement see the General Distribution Requirement section of each academic department.

Each student must take at least:

A. Eight semester hours in courses in the social sciences: anthropology, communication studies, economics, geography, linguistics, political science, psychology, sociology, as well as some courses in other departments, meet this requirement.

B. Eight semester hours in courses in the natural sciences and mathematics: biology, chemistry, geology, mathematics and computer science, physics and astronomy, as well as some courses in other departments, meet this requirement.

C. Twelve semester hours in courses in the humanities and fine arts at least four hours of which are in the humanities and at least four in the fine arts. Humanities courses include courses in classics, English, French, German studies and Russian, history, humanities and cultural studies, Japanese, philosophy, religious studies, Spanish, as well as some courses in other departments. Fine Arts courses include courses in art, dramatic arts and dance, and music, as well as some courses in other departments.

Other Courses:

Courses in education in addition to interdepartmental and non-departmental courses are regarded as "non-divisional" and do not satisfy any general distribution requirement.

II. Diversity Requirement:

Courses designated as satisfying the International Diversity requirement address the literary, cultural, political, historical, artistic, or religious heritage of a country, region, or culture outside of the United States. This requirement can be met either by courses offered at Macalester or by an approved study abroad program. Macalester courses which satisfy this requirement are listed in each department's program description found in this catalog, under curriculum. Departments listing such courses are: anthropology, art, biology, classics, communication studies, dramatic arts and dance, economics, English, French, geography, German studies and Russian, history, humanities and cultural studies, international studies, Japanese, linguistics, music, philosophy, political science, religious studies, sociology, Spanish, and women's and gender studies.

Courses designated as satisfying the Domestic Diversity requirement concentrate specifically upon the literary, cultural, political, historical, artistic, or religious heritage of the diverse cultural groups living within the United States. Macalester courses which satisfy this requirement are listed in each department's program description found in this catalog, under curriculum. Departments listing such courses are: African American studies, anthropology, communication studies, comparative North American studies, dramatic arts and dance, economics, education, English, history, linguistics, music, political science, psychology, religious studies, sociology, and women's and gender studies.

III. Patterns of Concentration: To insure appropriate depth within an area or related areas of knowledge, students are required to elect among: 1) a departmental major concentration; 2) an established interdepartmental concentration; or 3) an individually designed interdepartmental major concentration. Within each of these types of concentrations the student is required to complete a capstone experience. The purpose of this capstone requirement is to give students experience with reading original research literature, doing original work, or presenting a performance. This requirement may be met in many ways, e.g., senior seminar, independent project, honors project. The means of completing this experience are designated by the major department, interdepartmental programs, and IDIM committees and so indicated in the catalog in the cases of departments and interdepartmental programs.

A student may obtain more than one concentration by fulfilling the respective requirements in those concentrations. Individual courses, where appropriate and approved by the department chairs involved, may be counted toward both concentrations. A student may not graduate with only one or more cores or one or more minors.

1. A *departmental major concentration* consists of not less than thirty-two nor more than forty-four semester hours in courses within one department. Supporting courses included, a major must not require fewer than thirty-six semester hours nor more than sixty-eight semester hours. Departments will determine those courses, and sequences of courses, which constitute the various patterns for the major in that field. Departments will also designate the appropriate means for completion of the senior capstone requirement within each major. A department may also recommend (but not require) additional electives from among its own offerings or in supporting fields as indicated by the student's educational and career objectives.

2. An *interdepartmental major concentration* established by the faculty shall consist of not less than forty-eight semester hours nor more than sixty-eight semester hours in courses, including supporting courses. The sponsoring departments will determine those courses, and sequences of courses, which constitute the various patterns for the major in the field. No more than twenty-eight semester hours may be included from any one department. The interdepartmental program will also designate the appropriate means for completion of the senior capstone requirement within each major. The departments may also recommend additional electives as indicated by the student's educational and career objectives.

3. An *individually designed interdepartmental major concentration (IDIM)*, reflecting a disciplined area of inquiry crossing departmental lines, may be designed and submitted for approval to the Educational Policy and Governance Committee acting on behalf of the faculty. The provision for an IDIM—as one of the ways in which a student may satisfy the graduation requirement of a concentration—is to accommodate students with special educational goals which may be achieved within the College's overall curriculum but *not* through any of the existing major or interdepartmental major concentrations (see 1 and 2 immediately above) set forth in detail elsewhere in this catalog. To take advantage of this provision, students are expected to design their program of study in advance of doing the bulk of the course work for it.

Students seeking an individually-designed interdepartmental major (IDIM) must present, not later than the beginning of the registration period for the first semester of their junior year, a completed proposal, signed by the student and three faculty members, to the IDIM Subcommittee of the Educational Policy and Governance Committee for consideration. In consultation with three faculty members of the student's choosing, the student must design a program of courses of study which crosses departmental lines and, in doing so, represents a disciplined area of inquiry not conveniently possible within the provisions of any of the existing major concentrations in the College's

curriculum. The proposal must include the following: 1) A list of courses to be taken to complete the IDIM. This list must include a minimum of forty-four semester hours in courses from a maximum of three departments, and may include up to twenty-four additional semester hours in courses (for a maximum of sixty-eight semester hours) from any relevant department. There must be evidence of progression in the proposed courses. One way to show progression is to use courses that have one or more prerequisites. 2) Letters of support from the three faculty who comprise the student's IDIM committee (a coordinator and two sponsors). These committee members must be from departments that offer courses listed on the student's proposal. Two letters of recommendation must be from faculty members who have had the student in class, who may or may not be members of the student's IDIM committee. 3) A carefully prepared written rationale. In this rationale the student is expected to describe the focus and cohesiveness of all the courses of study included in the IDIM and to indicate how this program of study meets the student's particular educational goals. The IDIM committee will also designate the appropriate means for the completion of the senior capstone requirement within the IDIM. The committee will meet with the student at least once every semester to discuss the student's progress towards completion of the IDIM.

No proposal for an IDIM will be accepted by the Subcommittee after a student has validated his or her registration for the first semester of the junior year.

Students who wish to undertake an Honors project should work with their IDIM committee to describe the procedures to be followed as well as the type of project to be completed for an Honors project. This information should be included in the original proposal for the IDIM and will be examined as part of the review of the IDIM proposal.

Regulations Concerning Concentrations

Students must file an approved plan for a pattern of concentration (a major is required) no later than the start of the registration period for the first semester of their junior year. Such a plan must be filed before their registration can be completed.

When students declare an area of concentration (file an approved, signed concentration plan in the Registrar's Office), they will be given in writing from the department a full description of the requirements for completing that concentration. This will include, in addition to course work, a description of any diagnostic and evaluation processes and procedures required as part of the concentration. Where such processes and procedures are included, copies of representative examinations or other instruments involved will be furnished in department offices and in the library for student use. When changes in programs of concentration occur, students already declared in that area will be permitted to complete the program under the description given them at the time of original declaration or under the new program, at their discretion.

Courses included in a major, core, or minor should not be taken on the S, D, NC basis, except with specific permission of the department chair. Ordinarily, if a student decides to change his or her concentration to a new area and already

had taken courses in that area on an S, D, NC basis, the courses will be allowed by the department, but written permission must be given by the department chair. Courses with a grade of D, D+, or D− may not be included on a concentration plan, except with the specific permission of the department chair.

IV. First Year Courses: All first year students will be required to take, in their first semester of attendance, one course with the following characteristics: 1) enrollment of no more than 16 students with registration reserved for entering first year students, 2) the instructor will normally be assigned as the students' adviser, 3) special instruction in writing will normally be offered, and 4) the course is offered for regular departmental credit. The specific courses available to meet this requirement vary from year to year, but typically each department sets aside one section of an introductory course and tailors it to fit the characteristics listed previously. For example, the Economics Department typically offers a section of Principles of Economics as a First Year Course, the Anthropology Department frequently lists a section of Cultural Anthropology, and the English Department usually offers a section or two of American Voices. In addition, some departments will offer courses specifically developed to be part of the offerings for this requirement. For example, in Fall 1997, the German Studies Department offered a course called The Dangerous Pursuit of Knowledge.

V. Language Proficiency: Each student shall be required to demonstrate a level of proficiency in a second language—other than the student's native tongue—through a proficiency examination or by successfully completing the equivalent of four (4) semesters of college level study in a single language.

VI. Intent to be Graduated: All degree seeking students must file with the Registrar's Office their "Declaration of Intent to be Graduated" form one year prior to the intended date of graduation.

The Bachelor of Arts degree is conferred at the end of the term in which the student successfully completes all graduation requirements.

Core and Minor Concentrations

A *core concentration* in a given department consists of two sets of six courses (24 semester hours), one set to be within the department, the other set outside of it. These two sets of courses are designed to be complementary. Typically, various options exist in both the departmental and the auxiliary course offerings, permitting some latitude in preparing for specific careers or professional schools.

A *minor concentration* in a given department consists of not less than twenty nor more than twenty-eight semester hours in courses within one department. Departments will determine those courses, and sequences of courses, which constitute the various patterns for the minor in that field.

Latin Honors

Latin honors are awarded upon graduation. To be eligible for Latin honors a candidate must have earned at least half of the number of semester hours

required for graduation in courses at Macalester, and may have no more than the equivalent of one course per semester graded on the S,D,NC grading option.

The designation *cum laude* is based on achieving a minimum cumulative GPA of 3.50. The designation *magna cum laude* will be based on achieving a minimum cumulative GPA of 3.70. The designation of *summa cum laude* will be based on achieving a minimum cumulative GPA of 3.90.

Honors

The Honors Program is designed to enable seniors with demonstrated ability to undertake substantial independent work that culminates in a project of exceptionally high quality. Departments or programs that participate in the Honors Program have designed specific criteria and procedures for pursuing Honors work in their department or program. Departments and programs that have Honors programs are so indicated within their individual sections of this catalog. Detailed information about the specific expectations of the individual departments or programs is available from the departments or programs themselves or from the Dean of Academic Programs. The minimum cumulative grade point average established by the College for entrance into the Honors Program is 3.30; however, some departments or programs may require a higher grade point average.

Students expecting to apply for acceptance into the Honors Program should consult with their particular department or program early in their junior year as the official application deadlines are normally during the second semester of the student's junior year.

Students pursuing an IDIM should work with their IDIM committee to describe the procedures to be followed as well as the type of project to be completed for an Honors project. This information should be included in the original proposal for the IDIM and will be examined as part of the review of the IDIM proposal.

Students in the Honors Program are invited to occasional special events and colloquia. Bound copies of the completed Honors theses are added to the library collection, and successful completion of an Honors project is noted on the student's transcript following graduation.

Second Degree Program

Students who have completed a bachelor's degree from a recognized institution of higher education can be admitted to the College for the purpose of earning a second bachelor's degree. A bachelor of arts degree is awarded to such students upon the successful completion of sixty-four Macalester semester hours, and all other graduation requirements as previously listed. The general distribution requirement for graduation may be partially or completely fulfilled as a result of the evaluation of courses taken while earning the initial degree.

Effective Catalog

Students are normally expected to satisfy the graduation requirements in effect at the time of their matriculation at Macalester (or readmission if they have

withdrawn). If graduation requirements change after this date, students have the option of satisfying either the requirements in effect at the time of matriculation (or readmission) or the requirements in effect at the time of graduation if such a change is feasible. This provision does not apply to the requirements for completing a major, core or minor concentration. Contact the appropriate department chair or program director for specific policies.

Curricular Recommendations

Basic Competency

Writing. The Macalester faculty promotes the development of advanced writing skills for college course work and for later career work. Writing skills developed in early courses will be sustained and further developed by writing exercise and instruction in advanced courses. Students should seek counsel from their academic advisor about how they may best develop their writing skills.

Mathematics and Computing. The Macalester faculty recognizes the growing importance of mathematical, computational, and computer skills in the contemporary world and that proficiency in these skills is expected by potential employers and graduate or professional schools. Therefore, the faculty works with students to acquire and use the skills needed to meet these expectations. Students are encouraged to demonstrate their quantitative and computer skills early in their academic careers so that these skills can be developed and utilized during their course work at Macalester.

Individualized Learning

Independent Study. Students are encouraged to complete an exceptional piece of independent work of intellectual or artistic merit. However, students may not pursue as an independent study a topic that is covered in a regular course or a learning opportunity that meets the criteria of the definition of an internship. A maximum of twenty-four credits in courses numbered 95, 96, 97, 98 may be counted toward graduation. Macalester students may not register in a single term for more than 6 semester hours of independent study credit which takes place outside of the Twin Cities area.

Internships. Macalester recognizes internships as an integral part of its curriculum, enabling students to participate in structured, supervised learning experiences off campus. The Internship Program strives to provide out-of-classroom opportunities which help students build on and enhance previous course work completed in a discipline by integrating distinctive work-learning experience *off* the campus with related curricular choices to reinforce learning *on* the campus. The Internship Program is an academic unit designed to serve students who undertake an internship for course credit. Students may engage in internships in a variety of settings which match their academic goals, including nonprofit organizations, government and business.

The objectives for the Internship Program are:

1. To provide opportunities for students to examine first-hand knowledge and theories learned in the classroom for their wider impact on society and the world at large.

2. To provide opportunities for students to evaluate and apply a body of knowledge and methods of inquiry from an academic discipline.

3. To provide students access to a larger or different "laboratory" of equipment and/or situations not easily obtained or available on campus.

4. To provide students expanded opportunities for self-directed learning.

5. To enable students to develop work competencies for specific professions and to explore career interests and form networks.

6. To provide opportunities for students to develop intellectual and professional partnerships.

Students are advised to refer to the departmental sections for Course 97 and to consult individually with faculty members regarding departmental policies governing internships, including grading. The following college policies apply to internships:

a. Only Macalester departments may offer internships and only if they are listed in the departmental course offerings.
b. Students are required to complete a learning contract for each separate internship experience and have it reviewed and signed before they can register for an internship.
c. A maximum of twenty-four credits in courses numbered 95, 96, 97, 98 may be counted toward graduation. Internship credits are included among these courses.
d. Students with first year status are not permitted to undertake an internship for credit during their first year at Macalester, including January.
e. Students may not take an internship if they have any incompletes, unless they have the permission of the instructor who assigned the incomplete.
f. Students on academic probation may not undertake internships.
g. Students may not register in a single term for more than six semester hours of internship credit which takes place outside of the Twin Cities area, or for more than four semester hours of credit for a single internship in the Twin Cities.

Internationalism

Macalester's internationalism seeks, in the context of liberal education and the growing transnationalization of human life, to bring students and faculty together in the eternal quest for self-knowledge. This entails providing numerous opportunities for reflection on self and the development of knowledge about specific cultures, regions, nations, ecologies, discourses, and languages in a time of unprecedented globalization. Internationalism at Macalester thus aspires to produce students confident in who they are, cognizant of the importance of creative intelligence, skillful in analyzing and

understanding complex problems, and willing to assume leadership in a multi-civilizational yet transnationalizing world.

Following are the key elements of Macalester's internationalism:

*Major in international studies.

*Three area-studies majors: Asian Studies, Latin American Studies, and Russian, Central and East European Studies.

*Majors in French, German, Spanish, and Russian, and substantial coursework in Japanese, supported by French, German, Japanese, Russian, and Spanish language houses.

*Special courses offered by visiting international faculty, including those under the auspices of the Hubert H. Humphrey Professorship and the Fulbright Scholar in Residence program.

*Select but excellent study abroad offerings, including foreign language programs, attended by a large proportion of Macalester students. See the Special Programs section of this Catalog.

*The Macalester International Roundtable. This is a yearly intellectual event focusing on a critical theme of global importance. A prominent world figure and seasoned scholars are invited to campus to deliver commissioned essays that are vigorously discussed by Macalester students, faculty, and the attending public. The papers and responses are published the following spring in *Macalester International*, a journal that records the College's major activities in internationalism.

*A fully professionally staffed International Center responsible for both international students and study abroad programs. The Center serves as a focal point for many international activities on campus.

*A faculty that studies and represents many regions throughout the world, and benefits from substantial international faculty development opportunities.

*A principle that ten to twelve percent of the student body should be international students and come from as broad a representation of nations and regions as possible.

Instructional Policies

Grades

1. *Grading Options:* For the fall and spring semesters the regular grading option is: A, A−, B+, B, B−, C+, C, C−, D+, D, D−, NC (no credit); the alternate grading option is S (satisfactory), D, NC. The grade of S is equivalent to a C− or better. For January or summer independent study, registered at Macalester, the options are the same.

Activity Courses: S and NC will be the only grades in any of the physical education activity courses, dance technique courses and practicum courses in

communication studies. Music majors, cores, and minors will be graded on the regular grading option for ensembles and performance courses; non-music majors, cores, and minors should refer to the music department section of this catalog. Dramatic arts and dance majors and minors will be graded on the regular grading option for practicum courses; non-majors will receive S or NC grades for these courses.

2. *Written Evaluations:* Instructors may provide written evaluations of performance for those students who request them. A student who opts for a written evaluation may take the course on either the regular or S, D, NC option. A student who chooses a written evaluation is encouraged to file with the instructor a statement of his or her objectives, to aid the instructor in the evaluation. The request for written evaluation must be made at the time of grading option selection and requires the approval of the instructor. Students may request to have the written evaluations accompany transcripts, with the understanding that either all or none of the written evaluations will be sent.

3. *S, D, NC Option Regulations:* Each student is limited to one course taken under the S, D, NC option without written evaluation, in the fall and spring semesters. Courses may be taken under this option in a summer term, but each course so taken reduces by one the number of such options available to the student in the fall or spring semesters. There is no limitation on the number of courses a student may take under the S, D, NC option with written evaluation, or in activity courses. Courses taken under this grading option may not be included on concentration plans without specific departmental approval.

4. *Time of Selection of Grading Options:* The choice of grading option is made by the student from the available options at the start of the fall or spring semester or by the published deadline for summer term. Forms must be returned to the Registrar's Office by the published deadlines.

5. *Incompletes:* Students are expected to complete the work in each course on schedule. Under unusual circumstances, an instructor may allow a student an additional specified time period, not to extend beyond the first class day of the next semester, for completion of the course. In any such case, the instructor's submission of the "I" grade must be accompanied by a course completion agreement form specifying the work yet to be completed. This form is signed by both the student and the instructor.

6. *Grade Point Averages:* The grade point average (GPA) is calculated by the Registrar's Office. Each grade is assigned a point value, as follows:

Grade	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	NC
Points	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

The GPA is calculated by dividing the total grade points by the number of semester hours attempted on the regular grading system. Grades for courses taken on the S, D, NC grading option, or courses with a grade of W, will not figure in the GPA. Grades for courses transferred to Macalester are not included in the GPA.

7. *Repeated Courses:* In cases where a course is repeated both courses remain on the record and one course (if the grade is D– or above) will be counted toward the degree; grades for both courses will be included in the GPA.

8. *Reporting of Grades:* Instructors report grades to the Registrar's Office. Written evaluations will be reported on standardized forms provided along with the grade report forms. Copies of standard written evaluations will be provided to the student and the instructor. The original copy will be kept in the Registrar's Office.

9. *Recording of Grades:* For each student there is only one transcript, and all grades are recorded on it. A copy of the written evaluations for each student will be filed as a supplement to the official transcript. Students choose whether or not to include the written evaluations with transcripts they request, with the understanding that either all or none of the written evaluations will accompany the transcript.

10. *Auditing Courses:* To audit a course, a student must register in the Registrar's Office with the approval of the instructor. Refer to the section on Tuition and Fees in this catalog for information on additional charges (if any) for auditing an additional course. No entry will be made on the student's transcript for auditing a course.

Final Examinations

The following policies are observed by students and faculty with regard to final examinations:

The Registrar announces in advance a final examination schedule. In this schedule, each course is reserved a place and a designated two-hour period for a final examination.

Students may negotiate exemptions or changes in schedule with instructors whenever circumstances warrant such considerations. Students who are scheduled for three or more examinations on the same day have the option of rescheduling with their instructor one of these examinations.

Proctoring, special materials, time allotment and other matters pertaining to the actual circumstances of the examination are entirely the responsibility of the instructor.

Academic Advising

Through a strong faculty advising system, the College assists students in making informed curricular decisions. Students begin with advisors who usually are their instructors in first year courses. After students select a major, they may change to an advisor in that department or program. Information about faculty advising is available from the Academic Programs Office.

Registration and Validation

Students are required to register and/or validate (confirm previous registration) at definite times announced in advance by the Registrar's Office. Students are

responsible for accurate registration; credit can be received only in those courses for which a student is properly registered. A student is also held responsible for every course for which he or she registers unless he or she officially cancels it within the stated deadlines explained below.

Registration and validation are not complete or official until fees are paid or arrangements for payments have been made with the Student Accounts Office.

Late Registration and Validation Fees: Returning students will be charged a late fee for registering or validating after the announced times of registration or validation. The fee for late registration is $100; for late validation it is $50. Late registration or validation will be accepted during the first two weeks of classes with the payment of the late fee. Students may not register or validate after that time except with special permission from the Registrar.

Student Course Load

A student normally enrolls in courses earning 16 hours of credit during each of the fall and spring semesters. A student may not register for more than 20 credit hours in a single semester. A course load of at least 12 credits is required to be considered a full-time student.

Adding Courses

A student may add a course during the first three weeks of the fall or spring semester by obtaining the signature of the instructor of the course on the proper form available in the Registrar's Office. Forms must be returned to the Registrar's Office by the published deadlines.

Dropping and Withdrawing From Courses

A student may drop a course at the start of the fall or spring semester by completing the proper form available in the Registrar's Office. Forms must be returned to the Registrar's Office by the published deadlines. An officially dropped course will not appear on the student's record or transcript. Part time students and students whose course load changes from full time to part time as a result of officially dropping a course are subject to the tuition refund policy described elsewhere in this catalog.

For courses where first day attendance is required, as specially noted in the class schedule, instructors have the option of dropping students who did not meet that requirement. For all courses, instructors have the option of dropping students who have not attended within the first week of classes. The Registrar's Office must be informed by the instructor which students should be dropped for non-attendance.

A student may withdraw from a course between the end of the third and ninth weeks of classes by obtaining the signature of the instructor of the course on the proper form available in the Registrar's Office and returning the form to the Registrar's Office by the published deadlines. If a student officially withdraws from a course, a "W" (withdraw) grade will be recorded on the record and transcript. (A "W" grade is not computed into the GPA.)

If a student remains registered after the ninth week of classes, one of the grades described under Grading Options must be recorded.

Classification of Students

Normal progress toward graduation is as follows:

Class standing granted:	Sophomore	Junior	Senior
Number of semester hours earned:	32	64	96

Special student classification is assigned to students not seeking a degree from Macalester.

Probation and Dismissal

The College monitors the academic performance of every student in order to offer support and services to those students who are not making satisfactory academic progress. Students are expected to earn their degree within a four-year period. The academic record of every student is reviewed at the end of each semester by the Academic Standing Committee of the faculty. Academic status is calculated at the end of a term only. After the Academic Standing Committee has reached its decisions at the end of a term, a student's status will be reconsidered by the Committee only in cases where an action has been taken which prevents a student from re-enrolling in the College and there has been a change to the student's academic record. Probationary status is never a part of a student's public record unless the student gives authorization to release this information.

Academic probation is intended as an indication to a student that he or she is not making the expected progress toward the completion of a Macalester Bachelor of Arts degree. Every effort is made through faculty advisors, the Counseling Office and the MAX Center to provide counseling to students who are placed on academic probation.

As a result of the Academic Standing Committee's review of student records, a student may be placed on one of the categories of probation listed below. In addition to the specific term performance indicated below, the Committee also takes into consideration a student's classification, his or her cumulative grade point average and any prior probationary status in determining the appropriate category of probation.

Academic Warning. Students with a term grade point average between 2.00 and 2.50 and/or at least one NC grade in a course carrying two or more credit hours may be placed on Academic Warning if the Academic Standing Committee sees reason to be concerned about their level of achievement.

Academic Probation. Students with a term grade point average below 2.0 and/or two or more NC grades in a course carrying two or more credit hours will be placed on Academic Probation.

Strict Academic Probation. Students will be placed on Strict Academic Probation when they are liable for academic probation for a second consecutive semester or when the Committee considers their record to indicate

serious academic difficulties which warrant the addition of specific criteria to be met during the next semester in order to be removed from this probationary status. These criteria usually are that they must earn a term grade point average of a least 2.00 while earning a grade of at least C– in each course they take. They must be registered as a full-time student taking twelve or more credit hours and they may not receive the grade of Incomplete in any of the courses in which they are enrolled. A student on strict academic probation shall be regarded as not making satisfactory academic progress and as such is ineligible to practice or compete in intercollegiate athletics, to hold an elected office or a leadership position in a student organization or to undertake a role in a major music or theatre production or forensic activity.

Suspension. A student will be suspended from the College for failure to meet the criteria established for removal from Strict Academic Probation. Additionally, students are suspended for one or two semesters after two consecutive semesters on academic probation (or strict academic probation) unless the Academic Standing Committee finds that this action would not be appropriate. Under exceptional circumstances, the Academic Standing Committee may suspend students from the College without first placing them on probation.

Students who wish to return after a suspension must apply for readmission to the College. In order for a student to be admitted, the Academic Standing Committee expects to see evidence that the student is ready to return and have a successful experience. Shortly after receiving a suspension letter, students are expected to work out a plan with either the Dean of Students or the Dean of Academic Programs for how they will provide this evidence of readiness to return. In most cases students will attend another institution of higher education during their suspension period and earn grades which demonstrate their ability to perform successfully in an academic environment.

Dismissal. A student is subject to dismissal from the College whenever, in the view of the Committee, his or her level of scholarship is so low as to make the completion of a Macalester degree unlikely.

Students should be aware that maintaining good academic standing does not automatically insure continued financial aid eligibility. Refer to the financial aid section of this catalog for information.

Appeals of decisions of the Academic Standing Committee must be based on procedural grounds and be made in writing by the following deadlines. For actions taken following Fall term, appeals must be received as soon as possible but no later than five days prior to the beginning of the Spring term. Students should be advised not to return to campus until they have learned the result of their appeal. For actions taken following Spring term, appeals must be received as soon as possible but no later than 30 days after the date of the Academic Standing Committee letter. Appeals should be made to the Educational Policy and Governance Committee as a whole through the Dean of Academic Programs. The Committee may or may not choose to hear the appeal. The Chair of the Educational Policy and Governance Committee will inform the petitioner

and all concerned College officials of the results of the Committee's determination. The decision of the Educational Policy and Governance Committee is final.

Academic Integrity

Macalester College expects academic honesty from all students and faculty. Academic honesty encompasses accurate portrayal of contributions and appropriate use of resources.

For more specific information about Macalester's Academic Integrity Policy please refer to the *Employee Handbook* or *Student Handbook*, or contact the Dean of Academic Programs.

Withdrawal from the College

A student may request complete withdrawal from the College at any point in a term. Students should make an appointment with the Dean of Students to complete the appropriate withdrawal form. In order to obtain tuition or room and board refunds, the student must follow the policy described under "Refunds."

Temporary Withdrawal

The Dean of Students may grant a temporary withdrawal for a duration of one semester up to one year to any student requesting to temporarily withdraw from Macalester for personal reasons or for the purpose of attending another institution.

In order to request a temporary withdrawal, a student must have completed the first term as a new student and be in good academic standing. First year students withdrawing in their first term at Macalester are not eligible to return before the following Fall.

A form requesting a temporary withdrawal must be completed in the Dean of Students Office no later than the 10th day of the current term. (Deadlines are for Fall Term 2002, September 17th and Spring Term 2003, February 7th.) Any student who wishes to leave Macalester for the purpose of entering military service or fulfilling mandatory religious obligations shall be granted a temporary withdrawal upon notification of the Dean of Students.

Returning students should note the following: Applications for financial aid and housing in the term following a temporary withdrawal, and room and board deposits, must be made by deadlines required of all students in residence. A temporary withdrawal does not exempt or defer a student from repayment of Macalester loans, or extend the deadlines for the makeup of incomplete courses.

Questions about a temporary withdrawal should be addressed to the Dean of Students Office.

Involuntary Temporary Withdrawal

A student may be placed on involuntary withdrawal when she or he demonstrates developing and/or continuing behavior that threatens the life or health of themselves or another member of the Macalester community. The Dean of Students is responsible for placing a student on involuntary withdrawal. A panel of community members reviews the Dean's decision.

A student placed on involuntary withdrawal must request readmission to the College. The complete involuntary withdrawal policy may be found in the Student Handbook. Questions should be addressed to the Dean of Students Office.

Readmission to the College

Any student who has not temporarily withdrawn from the college, or who was suspended from the College, or who did not complete the prior semester at Macalester, is required to make application for readmission to the College for the term in which he or she wishes to register. Application forms should be requested of and returned to the Registrar's Office at least one month prior to the date of intended registration. When a student is readmitted to the College, he or she must then satisfy the graduation requirements in effect at the time of readmission in order to complete their degree.

Credit by Examination

Any full time, degree-seeking Macalester student may receive credit for a course listed in the catalog by successful completion of an examination or other type of evaluation to be determined by the instructor. Credit and a grade will be certified to the Registrar's Office by the instructor and endorsed by the department chair. Such credit may be granted only during a fall or spring semester in which the student is registered for at least twelve semester hours, or a summer term in which the student is registered for at least four semester hours. The grade received will be included in the student's GPA.

A student is limited to earning eight semester hours of credit by examination in courses not described in the catalog and each such course must be approved by the Educational Policy and Governance Committee before work is begun.

The student will receive no instruction from a faculty member in obtaining credit by examination. No such credit will be granted for a course previously registered, or audited. The student may not sit in on the class.

The student is expected to demonstrate a competence comparable to, but not necessarily identical with, that attained by students receiving credit for the course in the usual manner.

Note: Departments may designate those lower level courses for which credit may not be received if comparable courses have been taken at the secondary level.

Advanced Standing

Transfer of Credit

Credits from other accredited institutions of higher learning will be evaluated according to the nature and quality of work presented as judged by the Registrar. Generally, liberal arts courses comparable to Macalester courses and successfully completed with grades of C– or better will be considered for transfer to the Macalester record. A grade of S or P must be certified in writing by the instructor of the course to be the equivalent of C– or better before that course can be transferred.

The Macalester credit system is based on the semester hour. For conversion purposes, six quarter hours are equivalent to four semester hours. No more than the equivalent of one half of the semester hours required for graduation may be transferred from another institution to Macalester. No more than the equivalent of eight (8) semester hours earned through a correspondence program or through distance learning may be included among the academic credits transferred to Macalester.

For students admitted to Macalester through the first-year admissions program, Macalester will accept for credit no more than the equivalent of twenty Macalester credit hours from courses earned at a college or university prior to matriculation at Macalester. Summer session college credits, Minnesota Post-Secondary Education Options Program credits, International Baccalaureate credits, and Advanced Placement Program credits are included under this limitation. (The only exception to this limitation applies to students who have achieved the equivalent of *twenty-four* Macalester credit hours *solely* through College Board Advanced Placement Examinations.) Credits earned through Advanced Placement Exams, International Baccalaureate or GCE A-Level examinations cannot be used to meet the college's general distribution requirement.

College- or university-level courses must be taken *directly* at the college or university from which the credit is granted. Macalester will not award credit for courses which were taken in secondary school, or which were used to satisfy any of the requirements for graduation at the student's secondary school.

Air Force ROTC is available to Macalester students through the Associated Colleges of the Twin Cities at the University of St. Thomas. Navy and Army ROTC is also available to Macalester students at the University of Minnesota. Although Macalester College does not grant credit for ROTC courses, participation in this program will be noted on the Macalester record.

College Board Advanced Placement Examinations

Students who have taken the College Board Advanced Placement Examinations may be eligible for advanced placement and appropriate credit. Freshmen who wish to have their scores considered should have them sent to Macalester College. Scores of 3, 4, or 5 *may* result in credit or exemption. Academic departments determine which scores result in credit or exemption for their subject. Some departments require the student to discuss their scores

with the department chair before a credit determination is made. A score of two will receive no credit, but the academic department involved may recommend some exemption. A score of one will receive neither credit nor exemption. Advanced Placement credit is only granted on the basis of the examination scores.

Macalester does not recognize the College Level Examination Program (CLEP) tests for advanced standing.

International Baccalaureate and General Certificate of Education

Students whose scores on Higher Level Examinations of the International Baccalaureate Program are 5, 6, or 7 receive the equivalent of four or eight semester hours of credit for each such examination. Credit is determined by the appropriate academic department on an individual basis and is subject to the limitations described in *Transfer of Credit* under the Advanced Standing Section.

International students who have not earned university level academic credit will have their advanced standing limited to no more than twenty semester hours. Those who have completed A-Level Examinations in order to earn a General Certificate of Education (GCE) receive the equivalent of eight semester hours of credit for each A-Level Examination with a score of A, B, C, or D. No more than the equivalent of twenty semester hours can be earned in this manner.

Minimum Size of Classes

The College does not hold itself bound for instruction in any elective course for which fewer than five students have registered. Such classes may, however, be organized at the option of the department with approval by the Provost.

The Curriculum

Departmental Concentrations

Macalester College offers departmental programs leading to the Bachelor of Arts degree with major, core, or minor concentrations (except as noted) in the following fields:
Anthropology
Art (major and minor only)
Astronomy (core only)
Biology
Chemistry (major and core only)
Classics
Communication and Media Studies (major and minor only)
Computer Science
Dance (minor only)
Dramatic Arts (major and minor only)
Dramatic Arts & Dance (major only)

Economics (major and core only)
Educational Studies (minor only)
English (major and minor only)
French
Geography
Geology
German Studies
History (major and minor only)
Japanese (minor only)
Linguistics
Mathematics
Music (major and minor only)
Philosophy
Physics
Political Science (major and minor only)
Psychology (major and minor only)
Religious Studies
Russian
Sociology
Spanish
Statistics (minor only)

Interdepartmental Concentrations

African American Studies (minor only)
Asian Studies (major and minor only)
Comparative North American Studies (minor only)
Environmental Studies (major only)
Humanities and Cultural Studies (major only)
Individually Designed Interdepartmental Major
International Studies (major only)
Latin American Studies (major only)
Legal Studies (minor only)
Neuroscience Studies (major only)
Russian, Central and East European Studies (major only)
Urban Studies (major only)
Women's and Gender Studies (major and minor only)

Interdepartmental Programs

Pre-Law Program
Pre-Med Program
Teacher Education Program

Cooperative Programs

Liberal Arts and Architecture
Liberal Arts and Engineering
Liberal Arts and Nursing

Independent Study

One aspect of the individualized learning fostered by Macalester's curriculum is the opportunity for independent study. This makes it possible for the student to complete a long term project in a one to one relationship with a faculty member. A student may initiate an independent study to pursue in depth certain aspects of a subject previously studied or to investigate an area of academic interest not covered in a regular course. No more than twenty-four semester hours earned in independent study courses numbered 95, 96, 97, 98, may be applied toward the number of semester hours required for graduation. Macalester students may not register in a single term for more than 6 semester hours of independent study credit that takes place outside of the Twin Cities area. An independent project or tutorial which takes place within the Twin Cities area may earn from one to eight semester hour credits (Educational Policy and Governance Committee approval is required for credit of five or more semester hours). A Twin Cities area internship or a preceptorship may earn no more than four semester hour credits. The departmental listings indicate which independent studies are available in each department. Independent studies are classified into four categories:

95 Tutorial

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of knowledge not available through the regular offerings.

96 Independent Project

The production of original work (paper, thesis, extended research, art exhibit, musical or dramatic program, etc.).

97 Internship

A structured off-campus learning experience in which students apply and acquire knowledge and skills, while working in a responsible role within a community, business or government organization setting. The student intern works and learns under the joint supervision of a site supervisor and a faculty sponsor. Students are advised to consult the section on curricular recommendations for policies governing internships.

98 Preceptorship

Work in assisting faculty in the planning and teaching of a course, precepting or tutoring. Policies pertaining to preceptorship course credit are:

1. Credit may not be earned for precepting the same course more than once.

2. To precept a course, a student must previously have earned credit in that course with a grade of A- or higher or have earned credit with a grade of A- or higher in a course having the course to be precepted as a prerequisite or in a course covering similar material at a more advanced level. Certain departments may have additional prerequisites for registering for preceptorship credit. Students should consult the departmental sections of the current catalog for this information.

3. Students may earn no more than four credits for precepting a single course.

4. Students on academic probation may not serve as a preceptor.

5. Students must have a declared major or core in the department or program of the course that they are precepting and must be in their junior or senior year.

6. The Learning Objectives detailed on the Preceptorship Learning Contract must relate to pedagogical issues. That is, the goals of the preceptorship should relate to understanding effective teaching strategies. Examples of learning goals might be:

–how to respond effectively to student writing;

–how to construct and deliver an effective lecture;

–how to facilitate small group discussion.

The Learning Tasks and Evaluation Methods detailed in the Learning Contract must then be specifically tied to these objectives of increased understanding of effective teaching strategies. Students may wish to read pedagogical materials as part of their learning strategies.

A student wishing to register for preceptorship course credit should meet with his/her faculty sponsor to discuss and complete a Preceptorship Learning Contract. Prior to completing registration for this preceptorship, the student should bring the completed Learning Contract to the Academic Programs Office for final approval by the Dean of Academic Programs.

Approval of the supervising instructor is required for registration in an independent study course. Interested students should consult with the appropriate instructor and department to develop the content of the project or study before registration. Titles and descriptions of the work are submitted at the completion of the semester.

Topics Courses

Many departments offer topics courses. These courses are designed to accommodate the interests of students and faculty in current issues in the subject area or to offer an experimental course which later may become part of the regular curriculum. They are numbered 50 and are announced in the class schedule at registration. The titles of some past topics courses are listed with the departmental offerings.

Privacy Rights of Students

Student information, other than public information and a student's area of concentration, is released only upon the written authorization of the student or former student. Public information is determined by the College in compliance with the Family Educational Rights and Privacy Act of 1974, as amended, and the Macalester College Student Rights, Freedoms, and Responsibilities Document (see the current Student Handbook).

African American Studies

Faculty: Kendrick Brown (Psychology), Duchess Harris (Political Science), Leola Johnson (Communication and Media Studies), Anthony Pinn (Program Coordinator, Religious Studies), Peter Rachleff (History), Dale Shields (Dramatic Arts & Dance), Michelle Wright (English)

Part Time Faculty: Mahmoud El-Kati (History)

The African American Studies minor gives students the opportunity to analyze the intellectual and cultural contributions and the experiences of African Americans from a variety of disciplinary and interdisciplinary perspectives. Students develop a faculty-directed, systematic, and multi-disciplinary approach to the subject matter and are encouraged to integrate their interests in this subject matter with their work in other disciplines and programs. Students also have the opportunity to place the African American experience within the context of race and diversity in America through the relationship between African American Studies and the Comparative North American Studies program.

General Distribution Requirements

Courses approved for the African American Studies minor but offered through other departments count toward the general distribution requirements as specified by those departments. Courses offered directly by African American Studies do not count toward any distribution requirement.

Diversity Requirements

The course in African American Studies which satisfies the domestic diversity requirement is 10, Introduction to African American Studies.

Minor Concentration

The minor will consist of seven courses. Three courses are required: "Introduction to African American Studies," a senior seminar, and "Introduction to Comparative North American Studies." Students must also successfully complete at least four courses from at least two departments from the approved list below. The list of courses is periodically updated by the Steering Committee.

COURSES

10 INTRODUCTION TO AFRICAN AMERICAN STUDIES

This class will explore what it has meant to be African-American in the United States, and how this identity shaped Black community, thought, and life. This course, using a variety of disciplinary approaches, exposes students to issues and problems in the development of African-American identity, and provides students with theoretical tools and contextual sensibilities necessary for advanced courses and independent projects in African American Studies. Every year. (4 credits)

88 SENIOR SEMINAR

Within this course minors undertake in-depth study of select topics. Students gain and apply advanced theoretical knowledge to central issues in African American Studies. Every year. (4 credits)

96 INDEPENDENT PROJECT (4 credits)

97 INTERNSHIP (4 credits)

98 PRECEPTORSHIP (4 credits)

COURSES APPROVED FOR AFRICAN AMERICAN STUDIES MINORS

Communication and Media Studies
50 Racial Formation, Culture, and U.S. History
54 Blackness in the Media

Comparative North American Studies
50 Racial Formation, Culture, and U.S. History

Dramatic Arts and Dance
53 African American Theatre

Economics
50 African Americans and Economics

English
20 American Voices (when appropriate)
50 Images of African Americans in Contemporary Hollywood Films
50 African-American Internationalist Writing
76 African American Writers of the U. S.

History
31 Black, White and Red in American History
45 The Black Experience since World War II
47 Sports in the Afro-American Community
49 Afro-Americans and the Transformation of the City, 1890–1945
50 Peoples and Cultures of Africa
50 Racial Formation, Culture, US History

Music
57 Jazz and Social Issues

Political Science
42 Race, Ethnicity, and Politics
50 Black Public Intellectuals
88 Critical Race Feminism

Psychology
50 Psychology of Prejudice
88 African American Psychology

Religious Studies
28 African American Religions
29 Black Christian Churches in the United States
36 Black Religious Thought I, 1829–1915
37 Black Religious Thought II, 1915–1993
53 The Religious Thought of Martin Luther King, Jr. and Malcolm X

Sociology
50 The Black Family

Women's and Gender Studies
89 Senior Seminar: Contemporary Black Feminist Theory

Anthropology

Full Time Faculty: Arjun Guneratne, Karen Nakamura, Dianna Shandy, Jack Weatherford (Chair)

Part Time Faculty: Diana Dean, Sonia Patten

The anthropology department emphasizes the study of world cultures, globalization, ethnicity, race, identity, ethnography and the practice of anthropology.

Students with an anthropology degree will have knowledge of the culture areas of the world, will explore how identity is formed within cultural frameworks, will develop skills in doing firsthand research including observation and interviewing, and will understand global systems. Students will learn both traditional (structural-functional; evolutionary) and contemporary (post-modern; feminist) theory.

Department offerings are organized into four broad areas. The first consists of key theoretical areas such as globalization, ethnicity, race, gender, colonialism, world systems, development and nationalism. Second are courses on world areas. These include Latin America, Africa, South Asia and North America including American Indians. Third are offerings on institutions such as political systems, religion and medicine. Fourth are courses on method and theory in anthropology. The department also offers courses on museum anthropology in conjunction with the Science Museum of Minnesota.

The anthropology department is committed to participation in a number of Macalester interdisciplinary programs but is in particular interested in the International Studies, Latin American Studies and Women's and Gender Studies Programs.

Students may design a program in preparation for graduate studies in anthropology. An anthropology major, however, will also prepare students for careers in law, business, government, museum administration, or any other occupation that requires a knowledge and appreciation for someone else's viewpoint and an understanding of symbolic meaning and social relations. We encourage students to plan summer work, internships, and course work in light of their general career objectives. Because of this need to plan, students should choose course work carefully in consultation with their advisors.

General Distribution Requirement

All courses in the anthropology department count toward the general distribution requirement in the social sciences except for courses numbered 95, 96, 97, 98.

Diversity Requirement

The courses in the Anthropology Department which satisfy the domestic diversity requirement are those numbered 30 and 54. The courses which satisfy the international diversity requirement are those numbered 11, 20, 39, 52, 56, 58, 60, 62, 64, 66 and 85.

Major Concentration

A major in anthropology consists of nine courses, to include: Anthropology 11 (a prerequisite for all other anthropology courses), one methods course, a senior level course (85, 87, 89), a capstone (88) and other anthropology courses chosen in consultation with a department advisor. Majors are strongly urged to take Ethnographic Interviewing (30), at least one ethnographic area course, and one theory course. Anthropology majors are encouraged to study abroad during their junior year in an appropriate program. Appropriate programs include those that allow for the possibility of ethnographic field work in another culture, provide the student with first hand experience in an ethnographic area of their choice, or allow the student to study anthropology at a foreign university.

Core Concentration

A core in anthropology consists of six courses, together with six additional courses chosen by the student from other departments. Students who take a core must take Anthropology 11, and should design their remaining pattern of courses in close consultation with their advisor.

Minor Concentration

A minor in anthropology consists of five courses chosen with the assistance of the student's departmental advisor. One of the courses must be Anthropology 11.

Honors Program

The Anthropology department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Anthropology department are available from either the department office or the Dean of Academic Programs.

COURSES

Introductory Courses

Open to first year students

11 CULTURAL ANTHROPOLOGY

The cultural perspective on human behavior including case studies, often illustrated by ethnographic films and slides, of non-Western and American cultures. May include some field interviewing. Includes the cross cultural treatment of economic, legal, political, social and religious institutions and a survey of major approaches to the explanation of cultural variety and human social organization. Every semester. (4 credits)

12 ARCHAEOLOGY AND HUMAN EVOLUTION

The origin and development of prehistoric peoples and cultures. The concepts, methods, and theories of prehistoric archaeology, human paleontology, and human biology as a framework for examining the fossils and artifacts left by humans. Course includes films and the use of casts and slides to illustrate concepts. Alternate years. (4 credits)

20 ETHNOGRAPHIC FILM

An examination of the history, philosophy and ethics of ethnographic films. An understanding of the approaches film makers have used to represent different cultures and the effect of visual images,

commentary, objectivity, aesthetics and truth on filmic representations of people's lives. This course will show a number of ethnographic films. Alternate years. (4 credits)

Intermediate Courses

Open only to students who have taken Anthropology 11, including first year students.

30 ETHNOGRAPHIC INTERVIEWING

An introduction to ethnographic field interviewing learned in the context of individually run student field projects. Focuses on the anthropologist-informant field relationship and the discovery of cultural knowledge through participant observation and ethnosemantic interviewing techniques. Fall semester. (4 credits)

39 MEDICAL ANTHROPOLOGY

This course focuses on an ecological approach to health, disease and therapies. It examines relationships among environmental factors, historical events, and sociocultural definitions of health and illness. Case studies will be used to illustrate the complexity of these relationships in different cultural settings. Every year, spring semester. (4 credits)

45 INTRODUCTION TO MUSEUM ANTHROPOLOGY

An introduction to the purposes and functions of museum anthropology. Students become familiar with museum organization, resources, and goals, and assist with museum projects under the supervision of the Curator of Anthropology of the Science Museum of Minnesota. Classes are held at the Science Museum. Every year, fall semester. (4 credits)

48 THE ANTHROPOLOGY OF RELIGION

An introduction to the basic concepts through student participant observation over an extended period at a local congregation. Some interviewing also required. Post modernist issues in ethnographic practice explored in detail. Alternate years. (4 credits)

49 FEMINIST PERSPECTIVES IN ANTHROPOLOGY

Study of the central feminist works in anthropology from 1970s through 1990s. Exploration of the status of women cross-culturally, gender as a category of analysis, third world feminism and critiques of first world feminists, and the new feminist and post-modern ethnography. Every year. (4 credits)

50 TOPICS

Examination of selected topics of concern to anthropology, such as Mongols: Past & Present; Japanimation and Manga; The Deaf World; Economic Anthropology; and Applied Anthropology. To be announced at registration. (4 credits)

52 CONTEMPORARY CULTURES OF LATIN AMERICA

A survey course of the region from Mexico and the Caribbean to South America. This course will explore Latin American historical processes, ideologies, economic and social structures, and interest groups, with a focus on the interaction between the state and indigenous peoples. Alternate years. (4 credits)

54 PEOPLES AND CULTURES OF NATIVE AMERICA

A survey of the traditional cultural areas of the Americas and of selected topics related to American Indians. The course introduces the peoples, languages, subsistence patterns, and social organizations in America at the time of European contact, and traces selected patterns of change that have come to these areas. Alternate years. (4 credits)

56 PEOPLES AND CULTURES OF SOUTH ASIA

This course focuses on the culture, origin, nature, variation, and dynamics of South Asian peoples. Topics include South Asian prehistory, language, regional variation, family, caste, religion, economy, politics, change, development, separatist movements, and industrialization, with emphasis on the local level. Alternate years. (4 credits)

58 PEOPLES AND CULTURES OF AFRICA

This course will present an overview of African cultures and societies as documented in the anthropological literature. Classic and contemporary ethnographies will be used to illustrate the social transformations which are occurring in Africa. Alternate years. (4 credits)

60 THE ANTHROPOLOGY OF TOURISM

Tourism has become the new meeting ground between the "Third World" and the "West." It represents the largest movement of people outside of wartime and one of the greatest sources of foreign exchange. This course is a study of the impact of different kinds of tourism (mass tourism, ecotourism, sand-sea-sun-sex tourism, ethnic tourism) on local peoples, environments and economies. Looks at the historical development of tourism and its links to both travel as a leisure pursuit in the colonial period and to economic developments in industrializing Europe. Also looks at the creation of tourism landscapes, both "natural" landscapes and those of "cultural heritage." Examines the tourist encounter and the models used to analyze it. Issues discussed include cultural mediation, the politics of cultural representation, and the problems of commoditization of culture. Alternate years. (4 credits)

62 CULTURE AND GLOBALIZATION (Same as International Studies 63)

The world is far more interconnected today than ever before, but what does this mean in terms of culture? This course looks at the impact of globalization on cultures and at examples of global cultures such as tourists and immigrants, media and popular cultures, world cities, and transnational intellectuals, ethnicities and ideologies. It also looks at the way cultures interact at geographic borders and in the margins of society. Every year. (4 credits)

63 ANTHROPOLOGY OF DEVELOPMENT

The goal of this course is to develop an anthropological understanding and critique of "Third World" development during the last fifty years. The aim is to examine both the discourse of development and its practice. The course focuses on the construction of the Third World as an "underdeveloped" area, and discusses the dominant theoretical paradigms of development and modernization. It assesses the reasons for the general failure of development programs based on these models to bring about meaningful and substantive change in societies in Asia, Africa and Latin America, and discusses possible alternatives to "development" as it is currently practiced. Alternate years. (4 credits)

64 POLITICAL ANTHROPOLOGY (Same as Political Science 64)

An analysis of various political structures and activities in diverse world societies. Emphasis is placed on pre-literate cultures, but the societies examined vary from hunting and gathering bands through agricultural tribes to the industrial state. Alternate years. (4 credits)

65 ENVIRONMENTAL ANTHROPOLOGY (Same as Environmental Studies 65)

It is a truism that human beings have always transformed their natural environment, but the scale and long-term consequences of the contemporary environmental crisis far exceed the localized ecological degradation that has taken place in the past. One important reason for this transformation—and the point of departure for this seminar—is the globalization of economic life and the subjection of local economies and their resource bases to the relentless logic of world capitalist production and the consumer-oriented culture of capitalism. This seminar is an inquiry into the nature of the political, cultural, and social structures that have combined to generate contemporary environmental problems. The aim is to understand the way the "environmental crisis" of resource scarcity and ecological degradation is the outcome of particular configurations of power and economic inequity, both at the global level and within states. Alternate years. (4 credits)

66 NATIONALISM AND THE MODERN WORLD (Same as Political Science 66)

Nationalism is a culturally-based political phenomenon that has, in recent years, taken on a renewed lease of life. Course will focus on a theoretical understanding of nationalism, drawing on the perspectives of anthropology, history and political science, which students will use to develop seminar papers. Cases to be considered include Zionism/Israeli nationalism, the disintegration of Yugoslavia, the rise of militant Hindu nationalism in India and the vicissitudes of the nationalist project on the African Continent. Students will be expected to present preliminary drafts of their own papers on various aspects of nationalism at the end of the seminar. This seminar is not open to first year students. Alternate years. (4 credits)

67 SYMBOLIC ANTHROPOLOGY

Exploration of the central ideas about culture and symbol in the works of the 1960s through the 1990s. Deals with literature traditionally identified with "symbolic anthropology" as well as the more recent post-modern and cultural studies approaches. Focus is on student application of concepts in multiple papers. Alternate years. (4 credits)

68 LIFE HISTORIES, CULTURES, SELVES

This course explores the relationship between "culture" and "self" and works from the assumption that the selves we experience - multiple, intertwined, and transitory - are cultural constructions. Western assumptions about the self as fixed, findable, and individual will be analyzed in historical and cross-cultural perspectives as well as through the materials of student life histories. Euro-American identification of the self with rationality and the split of the self from body and nature will be contrasted with ethnographic materials which demonstrate a notion of self as communal, shared, and transferable across multiple borders. The relationship of the self to structures of power, the sense in which the innermost self is political and may be racial, as well as the avenues of contact constructed by various cultures between the self and the unconscious will also be explored through the materials of both ethnographies and student life histories. Every year. (4 credits)

Advanced Courses

Open to juniors and seniors. Students should have at least two courses in anthropology including Anthropology 11, or the permission of the instructor.

72 ADVANCED MUSEUM ANTHROPOLOGY

Students with background in museum anthropology pursue individual or group projects in depth under the supervision of the Curator of Anthropology of the Science Museum of Minnesota. Projects vary depending upon museum programs and student interest, but might include research on a specific collection, preparation of an exhibit or demonstration, development of a school curriculum unit, or study of the behavior and attitudes of museum visitors. Designed to follow Anthropology 45. Every year, spring semester. (4 credits)

85 SEMINAR IN WORLD ETHNOGRAPHY

A hallmark of anthropology is the cross cultural perspective supported by first hand ethnographic accounts of hundreds of different cultures. In this course students will read, discuss, and compare ethnographies representing diverse cultures as well as a wide range of ethnographic theories and methods. Alternate years. (4 credits)

87 A HISTORY OF ANTHROPOLOGICAL IDEAS

This course introduces students to the development of social and cultural theory in anthropology from its origins in the 19th century to the period of decolonization following World War II. The course focuses on the development of three broad theoretical approaches: the American school of cultural anthropology shaped by Franz Boas, British social anthropology, and the French school that emerged from the work of Durkheim and his followers. The course will examine in some detail theoretical approaches such as functionalism, structural functionalism, cultural materialism, symbolic analyses and interpretive approaches to the study of culture. Every year. (4 credits)

88 SENIOR SEMINAR

The senior seminar is for anthropology majors who are working on their senior project and is designed to help students develop that project for presentation. The seminar will also include reading of anthropological works, guest speakers and discussion of current controversies in the discipline. Students are urged to take the Theory course as preparation for the senior seminar. Every year, spring semester. (4 credits)

89 CONTEMPORARY ANTHROPOLOGICAL THEORY

This course is designed for majors and cores who are interested in recent developments in cultural anthropology. The course is organized around the major schools of thought since the 1980s, emphasizing the assumptions made and questions asked by practitioners of various approaches. The class will be run as a seminar, with lectures, student presentations, and written papers and essays. Every year. (4 credits)

95 TUTORIAL

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of knowledge not available through the regular catalog offerings. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Independent project in anthropology. Projects might include intensive ethnographic research, the analysis of ethnographic data, or a variety of other projects. Every semester.

97 INTERNSHIP

Work that involves the student in practical (usually off campus) experience. Students may intern in any of the variety of internships listed by the college or arrange their own internships. Students will be expected to produce an ethnographic paper for the instructor in addition to approximately 10 hours per week at the internship site. Only one internship may count towards an anthropology major. The department views internships as a valuable experience in which the student has an opportunity to "study" a job. Every semester. (4 credits)

98 PRECEPTORSHIP

Work in assisting faculty in the planning and teaching of a course, precepting or tutoring. Every semester. (4 credits)

Art

Full Time Faculty: Donald Celender (Chair), Ruthann Godollei, Mayra Rodriguez, Stanton Sears, Christine Willcox

Part Time Faculty: Gabriele Ellertson, Gary Erickson, Mary Hark

The faculty of the art department consists of professional, practicing artists and scholars, all experienced teachers of art committed to ensure a rich and balanced curriculum for:

1. Students wishing to gain familiarity with the practice and history of art, and/or to increase their appreciation, utilization, and creative application of art principles in daily living;

2. Students pursuing a career as a professional artist or in arts-related fields. These students should consider graduate work in a specialized media;

3. Students interested in the historical and philosophical understanding of art and in pursuing a career in art history, museum or gallery work. These students should consider graduate work in art history;

4. Students wishing to prepare themselves for professional work in architecture by participating in the dual degree architecture program in cooperation with Washington University.

The first group may be non-majors or may pursue an art major (either an art studio emphasis plan or an art history emphasis plan). The second group should follow the art studio emphasis plan. The third group should follow the art history emphasis plan. The fourth group should follow the dual degree architecture program.

The non-major student is especially welcome to enroll in both art history and studio courses. Learning in studio courses for the less experienced is enhanced by the courses comprising a mix of major and non-major students. The art building and its facilities are especially designed to encourage the coordination and synthesis of the practice, theory, and appreciation of art. Students not

taking art courses are encouraged to visit the art building to see ongoing, informal exhibitions of work being done in the studios.

Another feature of the art department is its exhibition program, housed in the Macalester Gallery. The gallery is centrally located in the garden setting of the Janet Wallace Fine Arts Complex. The gallery is host for 6–8 exhibitions each year bringing art students in contact with the arts of many cultures from both contemporary and historical periods. The exhibition program is an integral part of classroom instruction, and our faculty routinely tour the gallery with students to further illustrate what is taught in class. Art students exhibit their work each spring and art majors prepare and mount comprehensive exhibitions during the spring of their senior year.

Art Alliance

An organization for students authorized by the Community Council, the Art Alliance plans special activities related to art beyond the art department's formal program. It administers the Drawing Co-op, an informal opportunity to draw from the figure model. Art Alliance members serve as student representatives at regular Art Department meetings.

General Distribution Requirement

All art department courses count towards the general distribution requirement in fine arts, except for Archaeology and Architecture of Greco-Roman World (Art 58), which counts toward the humanities distribution requirement. Drawing (Art 30) is recommended as an introduction to the studio courses in the department and Principles of Art (Art 49) is recommended as an introduction to the art history courses. However, these are not required prerequisites to other art courses.

Diversity Requirement

The courses which satisfy the international diversity requirement are those numbered 76 and 77.

Major Concentration

A major in art may be earned through either: 1) *art studio emphasis plan* 2) *art history emphasis plan* or 3) *dual degree architecture program*.

Art Studio Emphasis Plan

Requirements consist of 12 courses: Art 30, 49, 60, 61, 88; one from 34, or 36; one from 32, 35, 37 or 38; one from 66 or 67; one from 70, 71, 72, 73 or 74; one elective course from the art curriculum, and two from dramatic arts and dance, music, or literature. A final comprehensive exhibition is also required in the senior year.

The senior capstone requirement for the art studio emphasis plan is satisfied by Senior Seminar (Art 88) and the final comprehensive exhibition.

Art History Emphasis Plan

Requirements consist of 12 courses including: Art 49, 60, 61, and 87 plus five courses selected from 52, 59, 62, 64, 65, 76, and 77; one course selected from Art 30, 34, 36 or 66; one course selected from Art 32, 35, 37, 38 or 67; one from anthropology (cultural) or history (beyond the humanities requirements). An oral presentation of a paper on an art history topic approved by the department faculty is also required in the senior year.

The senior capstone requirement for the art history emphasis plan is satisfied by The Art History Methodology Seminar (Art 87) and the oral art history presentation.

Dual Degree Architecture Program

Under the agreement with Washington University's School of Architecture in St. Louis, students may complete three years at Macalester before transferring to Washington University for a senior year of accelerated architectural study, leading to a B.A. from Macalester. Three years of graduate study at Washington University then leads to a master's in architecture.

Art majors considering a dual degree option in architecture are required to take nine courses in the art department: 30, 34, 35, 49, 60, 61, 66, 67 and 70. A final comprehensive exhibition or project is required at the end of the junior year. Two additional courses in the sciences are also required.

Non-art majors participating in a dual degree option in architecture should take a total of six courses in the art department: Art 30, 35, 66, 67, plus art history courses 60 and 61. Two additional courses in the sciences are also required.

Minor Concentration

A minor in art includes two areas of emphasis, studio or art history, each requiring six courses distributed as follows:

Studio Emphasis

Four courses in studio: 30; one from 34, 36 or 66; one from 32, 35, 37, 38 or 67; one elective studio course; two lecture courses, 49 plus any art history course, are required.

History Emphasis

Art 49 plus three art history courses: 60, 61, and one elective art history course; two studio courses, one from 30, 34, 36 or 66, and one from 32, 35, 37, 38 or 67 are required.

Additional Requirements

Sophomore Informational Meeting

The art department will conduct a group meeting in the spring of each year for all sophomore students who wish to consider a major or minor in art. This will be a general orientation meeting for all interested students after which they will select an advisor for their program. The meeting will be publicized and

students should verify to the department their intention to attend. At the meeting the studio emphasis and art history emphasis programs will be discussed, faculty of the department will be introduced and there will be opportunity to answer any questions regarding the art department program. Students will submit a 200–300 word statement explaining their reasons for wanting to major or minor in art before the art department chair signs their concentration form.

Junior Critique

In the spring of their junior year, all art majors will participate in a faculty review of their work. Studio emphasis majors will bring 3–4 pieces of their best work to the review and a 200–300 word statement regarding the concepts and goals of their work. Art history emphasis majors will make a brief oral presentation (10–15 minutes) on any art history topic of their choice. This presentation will be based on a written paper of 4–5 pages double spaced with bibliography, also due at the critique. The art department faculty will comment on the work presented in the context of the career objectives of the student.

Honors

In the spring of each year the faculty of the art department selects senior recipients of the Distinguished Merit Award for comprehensive achievement in art. The award is based on a review of the student's work done over the full period of their study at Macalester.

Honors Program

The art department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the art department are available from either the department office or the Dean of Academic Programs.

COURSES

Although not strictly required, it is recommended that students complete either Art 60 or Art 61 before registering for advanced courses in Art History (i.e. Art 64, Art 65 and selected topic courses).

30 DRAWING

This studio course is an introduction to a variety of drawing media and techniques. Three basic approaches are pursued: drawing as observation and analysis, drawing as problem solving and invention, and drawing as independent expressive statement. Students explore a variety of themes and subject matter, including the human figure. Theoretical components include group critiques and slide lectures. Two three-hour periods per week. Every semester. (4 credits)

32 FIBERS

This course is an introduction to fibers as an expressive medium. The techniques of on-loom and off-loom weaving, surface design, dyeing, paper making, felt making, stitching and container forms will be explored. The course emphasizes creative, imaginative, and original applications of traditional techniques. Two three-hour periods per week. Every semester. (4 credits)

34 BEGINNING PAINTING

An introduction to the studio practice of painting, using oil paint on a variety of supports ranging from paper, board and canvas to non-traditional painting surfaces. Exploration of the practical techniques and mechanics of painting as well as a consideration of content and meaning. Readings and class discussions of historical and contemporary painting practices and issues will develop a visual

vocabulary as well as critical/theoretical knowledge to complement technical skills. Slide lectures, critiques and a gallery/museum visit will supplement studio work. Three two-hour periods per week. Every semester. (4 credits)

35 SCULPTURE

An introduction to a basic visual language of sculpture and an exploration of the creative process and the nature of materials. The course includes training in the safe use of a range of hand and power tools, in support of a series of projects in wood, clay, and other sculptural media. Every semester. (4 credits)

36 PRINTMAKING

A hands-on introduction to original printmaking in the media of relief, etching, lithography and handset type. Included are discussions of aesthetics, the impact of printed imagery on our society, printmaking practices from around the world and field trips to local exhibits. Emphasis is on individual expression and appropriate techniques for the content. Two three-hour periods per week. Every semester. (4 credits)

37 CERAMIC ART: HANDBUILDING

This course serves as an introductory study of the techniques and aesthetics of clay as an art medium. Class emphasis is on the basic processes for handbuilt forms: pinching, coiling, slabs and molds. Students are challenged with progressively more difficult projects requiring creative problem solving skills that also allow opportunities for personal expression. Through demonstrations, slide lectures and critiques, students learn to create and evaluate, as well as appreciate the relationship of art to our lives. Two three-hour periods per week. Every semester. (4 credits)

38 CERAMIC ART: WHEEL THROWING

This course serves as an introductory study of the techniques and aesthetics of clay as an art medium. Class emphasis is on the basic processes for wheel thrown forms. Through the semester students are challenged with progressively more difficult projects that explore possibilities for wheel-thrown forms, as well as basic decorating, glazing and firing techniques. Through demonstrations, slide lectures and critiques, students are exposed to ideas and attitudes for understanding ceramic aesthetics in a contemporary, social and historical context. Fall semester. (4 credits)

49 PRINCIPLES OF ART

A philosophical approach to the creative arts, relating art to humanity, the creator to the consumer; and to the social and psychological. The major thrust of the course is a series of aesthetic experiences encompassing numerous activities and attitudes of visual artists. Three hours per week. Every semester. (4 credits)

50 TOPICS

Recent topics offered by the Art Department are: *Illuminated Manuscripts of the Middle Ages* and *Medieval Architecture*. (4 credits)

52 WOMEN IN ART

Changes in women's societal roles necessarily affect their status as makers, consumers and subject matter. This course will make use of recent feminist scholarship regarding these changes as they apply to women in art. Lectures, discussion, assigned readings, field trips and guest artists will explore a historical overview of the topic, question causes of traditional biases, and explore alternatives that promote and celebrate women's contributions in the field. Major focus will be on contemporary issues: challenges to present-day discrimination, non-western systems of use and production, "women's voice," egalitarianism and post-modern questions of theory and practice. Three hours per week. Fall semester. (4 credits)

58 ARCHAEOLOGY AND ARCHITECTURE IN THE GRECO-ROMAN WORLD (Same as Classics 63)

This course examines the development and the architecture of ancient cities and the archaeological methods used to uncover them. The course focuses on the political and ideological importance of urban art and architecture and the various interpretations of architectural statements. The political use of space, the city as an institution and the interpretation of material culture are prominent issues in the course. Alternate years; next offered Fall 2002. (4 credits)

59 ROMANTICISM, REALISM, AND IMPRESSIONISM

A study of European and British painting and sculpture from the French revolution to 1900. Through consideration of the principal artists of the period, emphasis is placed on the multiple ways in which one may talk about a work of art. Three hours per week. Fall semester. (4 credits)

60 HISTORY OF ART I (Same as Classics 60)

This course offers an introduction to major monuments and periods of art from Ancient Antiquity through the Middle Ages. Its purpose is not only to acquaint students with key works of Prehistoric, Egyptian, Mesopotamian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Hiberno-Saxon, Carolingian, Ottonian, Romanesque and Gothic art, but also to help them develop a vocabulary for the description and analysis of works of art. The course also provides a basic understanding of the methods and aims of art historical study while examining a broad range of issues such as patronage and the art maker, the changing roles of artists in society, and the changing functions of art. Three hours per week. Fall semester. (4 credits)

61 HISTORY OF ART II

This course is a survey of topics in European art from the late 14th century to the second decade of the 20th century. Stylistic periods covered include Italian and Northern Renaissance; Mannerism; Baroque art in Italy, Spain and Northern Europe; Rococo; Neoclassicism; Romanticism, Realism; Impressionism; Post-Impressionism; Expressionism; and Cubism. In addition to questions of style, the course addresses other issues such as the identification of subject-matter, the function of art and its relation to the culture that produced it. Three hours per week. Spring semester. (4 credits)

62 ART OF THE LAST TEN YEARS

Major trends in “Advanced Art” including painting, sculpture, architecture and the minor arts will be surveyed with special emphasis on historical, aesthetic and philosophical development. New directions in the visual arts will be studied in depth with the hope of projecting future trends. Three hours per week. Fall semester. (4 credits)

63 20TH CENTURY ART

This course explores the major topics in 20th century art. It will be a comparative analysis of modern international movements with emphasis on art since the turn-of-the-century in cultural, political and social contexts. Relevant discussion of contemporary art movements will be included. The course will make use of resources available in area museums and art collections. Three hours per week. Prerequisites: Art 61 or permission of the instructor. Fall semester. (4 credits)

64 MEDIEVAL ART

This course explores the art and religion of Western Europe from the end of the Roman Empire to the middle of the fifteenth century. It examines how specific concerns and conditions of Christianity in the Middle Ages shaped the artistic production of the period. Religious issues to be examined include variations in religious practices and services, the work of missionaries, the beginnings of monasticism, the Cistercian reform, pilgrimage and the cult of relics, the Crusades, and the emergence of private devotion. The study of artistic production centers on stylistic and iconographic issues and ranges from the examination of minute ivory carvings to monumental stone sculpture, from catacomb painting to exquisite illuminated manuscripts, from Byzantine mosaic decorations to Gothic stained-glass windows. Other topics to be discussed include technical aspects of artistic production such as the illumination of manuscripts and the construction of Gothic cathedrals. Three hours per week. Prerequisites: Art 60, Art 61, or permission of the instructor. Fall semester. (4 credits)

65 RENAISSANCE ART

This course offers a broad view of the painting, sculpture and architecture produced in Italy in the years between 1250 and 1500. It will study a wide range of commissions in the various Italian city-states, as well as in papal Rome, in an effort to understand the many ways in which art played a political role in this period. Works by artists such as Giotto, Cimabue, Duccio, the Lorenzetti brothers, Brunelleschi, Ghiberti, Donatello, Masaccio, Fra Angelico, Filippo Lippi, Alberti, Piero della Francesca, and Botticelli, among many others, will be thoroughly discussed. In order to address the most important historical developments of this period, issues such as the Black Death, the French invasion of Italy, and the fall of the Medici in Florence, will also be explored. Three hours per week. Prerequisites: Art 60, Art 61, or permission of the instructor. Fall semester. (4 credits)

66 2-D DESIGN

A series of two dimensional projects through which the components of design are introduced and applied. Discussion includes the aesthetics and history of modern design, propaganda and commercial advertising and a review of contemporary design via the graphic novel, posters, etc. Hands-on work includes concepts, layout, paste-up and production both manually and computer generated. Three two-hour periods per week. Fall semester. (4 credits)

67 3-D DESIGN

A series of three dimensional projects using a basic visual language of line, texture, shape, plane, space, volume, and form will be explored. Critiques and structural testing of the projects lead to an understanding of functional and aesthetic relationships. The problem solving approach used in this class contributes to a resolution of spatial problems in a series of projects with references to sculpture, architecture, industrial design and interior design. Three two-hour periods per week. Fall semester. (4 credits)

69 MURAL PAINTING

This course will consider the historical and contemporary uses of mural

painting ranging from Pompeiian frescoes to modern and contemporary social activist murals, graffiti and commercial applications (film, theater, etc.). A combination of Art History/Theory/Studio course, students will be required to research, develop and design projects, and create scale models of their designs in addition to class readings, discussions and slide lectures on the topic. Fall semester. (4 credits)

70 ADVANCED DRAWING

Building on Art 30 this studio course seeks to enlarge the student's visual vocabulary and inventive capacities. Projects are more complex and require a sustained effort. Students have an opportunity to find content and styles most suited to their individual needs. Weekly group discussions and critiques, slide lectures, and field trips are included. Two three-hour periods per week. Spring semester. (4 credits)

71 ADVANCED PAINTING

A continuation of Art 34, expanding both technical and critical/theoretical knowledge through projects which demand the development of each student's individual interests. Required projects will encourage increasing self-direction and development of the students' own artistic vision. Readings will supplement students' art historical critical, theoretical understanding of contemporary or postmodern art practices. Weekly group discussions and critiques. Three two-hour periods per week. Prerequisite: Art 34. Every semester. (4 credits)

72 ADVANCED SCULPTURE

This course is the continuation of Art 35 so it extends the information about basic sculptural processes like mold making, stone carving, and welding, as well as a series of more complex and sustained assignments. Three two hour periods per week. Every semester. (4 credits)

73 ADVANCED PRINTMAKING

This course is a continuation of Art 36, focusing on individually generated projects. There is an introduction of new techniques appropriate for content such as monoprint, collograph, screenprint and photo-printmaking. Field trips. Arranged meetings. Every semester. (4 credits)

74 ADVANCED CERAMIC ART

A continuation of Ceramic Art 37 taken in the fall or spring semester with emphasis on furthering skills and developing individual expression. Two three hour periods per week. Every semester. (4 credits)

76 FAR EASTERN ART

The art and architecture of India, China, Japan, Korea and Cambodia as they relate to Oriental philosophies and the aesthetic principles prevalent throughout the history of these countries. Influences and counter influences will be examined for a better understanding of all aspects relevant to political, socio-economic, religious, and cultural dimensions of these Far Eastern cultures. Spring semester. (4 credits)

77 TRIBAL ART

A comprehensive view of the cultures of Africa, Oceania and the Americas with particular emphasis on ritualistic objects and the role art plays in everyday life. Spring semester. (4 credits)

78 ADVANCED FIBERS

In this course students will have the opportunity to continue to develop the work they begin in

Introduction to Fibers (Art 32). Students will explore a variety of materials and processes as they choose a focus for their work. Each student will be encouraged to work towards developing one idea into a small body of work. Beyond this the class will have a topics focus. Choice of topic will rotate and be tied to relevant activities in the Twin Cities arts community such as exhibitions, speakers and/or activities taking place nationally in the media.

87 ART HISTORY METHODOLOGY SEMINAR

Students wishing to do advanced work in Art History will discuss readings on the writing of Art History and methodological approaches and will also work on an extended research project of their choice culminating in a formal paper and oral presentation. One three-hour period per week. Spring semester. (4 credits)

88 SENIOR SEMINAR

This course provides a setting in which art studio majors can sum up their preceding experience in art and aesthetics. It is also to provide a look ahead to the post Macalester opportunities and challenges in art of graduate school, jobs, and other career opportunities. A series of arts professionals make presentations to the class and a major paper is required. Two three-hour sessions per week. Spring semester. (4 credits)

90 ART APPRENTICESHIP

A course for the students who have completed undergraduate degree work at Macalester and who will benefit from working closely with an instructor by dividing their time between developing their own work and assisting the teacher with course instruction. The instructor will initiate the agreement which will be considered a full time load at the college. The extent and level of work by the student will be expected to be beyond normal undergraduate work. Approval of the Art department chair is a prerequisite. Every semester. (4 credits)

95 TUTORIAL

Supervised individual or small group study with a faculty member in studio or art history allowing the student to explore the field beyond regular course offerings. Tutorials for more than 4 credits are subject to prior approval by the Educational Policy and Governance Committee. Every semester. (1–8 credits by prior arrangement)

96 INDEPENDENT PROJECT

Independent work in any art medium or in the history of art. Every semester. Independent projects for more than 4 credits are subject to prior approval by the Educational Policy and Governance Committee. (1–8 credits by prior arrangement)

97 INTERNSHIP

May be used in the art concentration only with approval of the department chair. Every semester. (1–4 credits by prior arrangement)

98 PRECEPTORSHIP

Preceptorships may be used in the art concentrations only with approval of the department chair. Every semester. Preceptorships for more than 4 credits are subject to prior approval by the Educational Policy and Governance Committee. (1–8 credits by prior arrangement)

All studio courses in the art department involve the use of materials and equipment that may be hazardous if used improperly.

Asian Studies

Asian Studies Steering Committee: James Laine (Religious Studies) and Sarah Pradt (Japanese), co-directors; Arjun Guneratne (Anthropology), Andrew Latham (Political Science), Ahmed Samatar (International Studies), Sonita Sarker (Women's and Gender Studies/English), Vasant Sukhatme (Economics), Satoko Suzuki (Japanese), Yue-him Tam (History), Marie Thorsten (International Studies), Wang Ping (English)

Program Director 2002-03: James Laine (Religious Studies)

Faculty with teaching and research interests in Asia: David Blaney (Political Science), Don Celender (Art), Sarah Dart (Linguistics), Sears Eldredge (Dramatic Arts), Martin Gunderson (Philosophy), Arjun Guneratne (Anthropology), Mary Hark (Art), Sarah Horton (Religious Studies), James Laine (Religious Studies), Joy Laine (Philosophy), Andrew Latham (Political Science), Mark Mazullo (Music), Karen Nakamura (Anthropology), Sarah Pradt (Japanese), Sonita Sarker (English and Women's and Gender Studies), Vasant Sukhatme (Economics), Satoko Suzuki (Japanese), Yue-him Tam (History), Marie Thorsten (International Studies), Jack Weatherford (Anthropology), Wang Ping (English)

Asian Studies is a new program and major, combining and broadening previous programs and majors in Japan Studies and East Asian Studies to include the many faculty on campus with expertise in South Asia. The Asian Studies major offers students opportunities to explore the cultural, religious, literary, political, and economic patterns and institutions of Asia, to engage with both Western and Asian methods of analysis of these patterns and institutions, to develop proficiency in an Asian language, and to spend time living and studying in Asia in an approved study abroad program. The major in Asian Studies encourages students to take a diverse set of courses, but also demands depth in geographic coverage and in method.

General Distribution Requirement

Asian Studies 11 fulfills the general distribution requirement in humanities.

Diversity Requirement

Asian Studies 11 fulfills the International Diversity requirement.

Major Concentration

In consultation with an adviser from within the program, students develop a major plan with either an East Asia (Japan and/or China) or a South Asia focus. All major plans will include:

A) Asian Studies 11, Introduction to Asian Studies, a foundational course outlining some of the methods of studying Asia

B) language study, with the goal of proficiency (Japanese at Macalester; Chinese or a South Asian language at the University of Minnesota or via study abroad). There are three options:

1) 3 years Japanese (8 credits beyond intermediate level) minimum; 4th year encouraged
2) 2 years Chinese (8 credits beyond elementary)
3) 2 years of a South Asian language (8 credits beyond elementary) Students focusing on South Asia may find this requirement difficult to fulfill; discuss with your adviser.

C) A semester of study abroad in an approved program is required; a year abroad is encouraged. Choose a program in consultation with an adviser. In Japan, programs include Waseda, Sophia, and Nanzan Universities; in China, programs in Dalian, Shanghai, and Beijing; in India, the Associated Colleges of the Midwest's program in Pune. Other locations are possible; check with an adviser.

D) Six course emphasis (24 credits), to include:
—4 courses on one focus area or country
—2 courses on another area or country in Asia or on diasporic movement(s) Work with an adviser to determine appropriate courses in the area(s) of your focus.

E) capstone experience: senior seminar focusing on Asia or an independent project

F) required: a six-course focus in a discipline whose methods relate to the study of Asia (recommended disciplines include, but are not limited to, Anthropology, Economics, Geography, History, Linguistics, Religious Studies, Sociology, Women's and Gender Studies). Six courses in interdisciplinary programs (Humanities and Cultural Studies, Urban Studies, etc.) do not fulfill this requirement. These six courses may overlap with those in category (D) above.

Minor Concentration

A minor in Asian Studies includes courses chosen in consultation with an adviser from within the program. Requirements include:

A) Language proficiency (at levels outlined above)

B) Three courses on area of focus; one on another area in Asia or on diasporic movement(s)

C) ASIA 11, Introduction to Asian Studies

COURSES

11 INTRODUCTION TO ASIAN STUDIES

This course explores the history of the idea of Asia and how that concept and region have been explicated both in the West and in China, Japan, and India. We examine Buddhism, Confucianism, and Hinduism, religious and philosophical traditions that have been seen as unifying Asia, and consider how those traditions have been used to address contemporary problems like human rights, economic development, and security. The course traces historical relationships among Asian nations and regions involving cultural borrowing, trade, conquest, and colonialism have shaped contemporary Asia, and considers how under globalization, boundaries separating people, cultural artifacts, and capital have become porous, giving new meaning to the notion "Asia." Offered every year. (4 credits)

Biology

Full Time Faculty: Lin Aanonsen (Chair), Mark Davis, Jodi Goldberg, Daniel Hornbach, Mary Montgomery, Paul Overvoorde, Kathleen Parson, Aldemaro Romero (Environmental Studies), Jan Serie, James Straka, Tim Watkins

Part Time Faculty: Elizabeth Jansen, Laurence Savett

Laboratory Supervisors: Janet Ebaugh, Mark Hove, Steven Sundby

Macalester's biology department seeks to educate students in the major theories, concepts, and methods of the biological sciences. The foundation of the biology major is embodied in four required courses: Ecology, Genetics, Cell Biology and Physiology which provide the basis for further study and specialization at the intermediate and advanced levels. Because the department is committed to teaching biology as a process of investigation, the laboratory components of these foundational courses provide an introduction to both the methods and process of scientific research.

After introductory and intermediate level study, biology majors often participate in a research experience at the advanced level, which is empirical in nature (i.e. based on the testing of an hypothesis through observation or experimentation.) Ordinarily, students complete this research during their junior or senior year after significant coursework in biology and supporting disciplines has been completed.

Students may choose either 1) a major concentration in biology or 2) a major concentration in biology with one of several added emphases: biochemistry, genetics/cell & developmental biology, ecology/evolution, immunology/microbiology, international issues, or neurobiology. These added emphases lay out a series of suggested upper level biology and supporting courses to enhance the student's depth in a particular area of the biological sciences.

A concentration in the biological sciences is excellent preparation for such careers as:

Professional biologist with graduate training leading to college or university teaching and research;

Professional biologist with graduate training leading to work in forestry, agriculture, fisheries, biological oceanography, conservation, environmental education, public health, and other fields;

Biology teacher at the secondary level;

Medical practitioner with graduate training in medicine, dentistry, veterinary medicine, nursing, medical technology, physical or occupational therapy, sports medicine, and other health related professions;

Medical and scientific illustration; writing, editing and journalism;

Academic, industrial and government sector, careers in health administration, technical support, instrumentation, biotechnology, and pharmaceuticals.

The diversity and quality of the course offerings in the department are enriched by the specialties of the ten full-time faculty and two full-time teaching staff members. Owing to their diverse backgrounds and interests, the department is able to offer students courses and training in a wide variety of biological subdisciplines. These include neurobiology, immunology, cell biology, aquatic ecology, marine biology, animal ecology, plant ecology, animal behavior, genetics and molecular biology, plant physiology, animal physiology, microbiology, biochemistry, developmental biology, evolutionary biology and systematics. In addition, funding from the grants obtained by the college, department, and individual faculty members supports research of both students and faculty.

The biology department, located in the newly renovated Olin-Rice Hall, has both teaching and research laboratories that are well equipped to support the diverse scientific activities of faculty and students. In recent years, grants from the National Science Foundation and the Howard Hughes Medical Institutes have enabled the department to purchase several hundred thousand dollars worth of new scientific equipment. Departmental equipment includes transmission and scanning electron microscopes, a mammalian tissue culture facility, image analysis and presentation equipment, and a wide assortment of other technical equipment supporting course work and research.

The college's 280-acre Ordway Natural History Study Area at Inver Grove Heights, just 25 minutes from the campus, provides for the study of natural habitats such as ponds, a river lake, birch and oak forests, and prairie. A prairie restoration project is on going. A building for teaching and research work also accommodates a resident naturalist.

The department sponsors a seminar program for all students. Visitors from academic institutions, industry, and government present their work and are available to students for questions, advice, and guidance not only in their specialty, but also in career choice and development.

There are numerous opportunities for students to conduct research with faculty in the department during January, the summer, and the regular academic year. Stipends are available for summer research. There are also opportunities for off-campus research or internships at numerous local and national sites. Summer coursework is offered through the Associated Colleges of the Midwest (ACM) field station near Ely, Minnesota.

Consistent with Macalester's international focus, the department encourages its majors to study abroad. In recent years, Biology majors have studied alternative medicine in Nepal, rain forest ecology in Costa Rica, coral reef ecology in Australia, biochemistry in Scotland and œnology in New Zealand.

General Distribution Requirement

All courses in the biology department count toward the general distribution requirement in the natural sciences except for courses numbered 18 and 70 and above.

Diversity Requirement

Biology 15 satisfies the international diversity requirement.

Major Concentration

Effective catalog—Students are normally expected to satisfy the major, core or minor requirements in effect at the time of their initial declaration in their sophomore year. The requirements for a major in biology are: 36 credits in biology and five supporting courses. The 36 credits in biology must include:

The Introductory Biology Series: Biology 21(Ecology); Biology 22 (Genetics); Biology 23 (Cell Biology); Biology 24 (Physiology). Normally these courses should be completed no later than the Fall term of the junior year.

Four upper level courses (four, 4-5 credit upper level courses, *at least two with laboratory*), and two terms of the Senior Seminar as the capstone experience. Courses numbered below 20 do not count toward the biology major. Students may count only one course from Biology 70–78, 96 and 97 toward their biology major.

The supporting courses must include

Chemistry 13 General Chemistry II
Chemistry 37 Organic Chemistry I
Math 27 Elementary Statistics (or equivalent)
An additional semester of math (e.g. Calculus, Discrete Mathematics, additional statistics) or chemistry (Chemistry 38, Organic Chemistry II)
One approved elective course from the science division other than biology
The Senior Seminar is required of all seniors as their capstone experience and consists of:
1) participation in the one credit course, Senior Seminar (Biology 89), for two terms
2) the production of a major analytical paper, written through multiple drafts, which includes a thorough review of the literature
3) the delivery of an oral presentation to the department or at an approved undergraduate or professional research conference.

While a research experience conducted in the department through research courses (Biology 70–78) may form the basis of the Senior Presentation, students may choose to present work they have done in other contexts such as internships, independent study or study-away opportunities.

Students who received a score of 5 on the Advanced Placement (AP) biology exam or a score of 6 or better on the International Baccalaureate (IB) biology exam will receive 4 or 8 credits, respectively, in General Biology. These credits will count toward the graduation requirement, but may not be used toward a biology major, core or minor, or in fulfilling the distribution requirement in Natural Science and Mathematics. Upon consultation with the department chair, biology students with such test scores may be exempt from taking one or more of the introductory biology courses (Biology 21-24.) Those wishing such an exemption are required to substitute for that requirement an intermediate level laboratory course in the area of the exemption.

Major Concentration with added emphasis

Students seeking to strengthen their biology backgrounds in preparation for graduate study have the option to major in biology with one of six added emphases: biochemistry/molecular biology; genetics, cell and developmental biology; ecology/evolution; immunology/microbiology; neurobiology; or international issues. In each area of emphasis, the student takes a sequence of courses that includes coursework beyond the 36 credits required for the general major. Each emphasis lists a set of courses that will prepare students for the most rigorous graduate programs in that area. In consultation with their Biology advisor, students may choose to substitute one or more courses in the emphasis, which may better suit their interest. For students choosing this option, the senior presentation must be on a topic from the chosen area of emphasis. For all emphases, an empirical research experience in the emphasis area, approved by the chair in advance, is required. This requirement can be completed on campus by enrolling in a Research course or Independent Study. Off campus research conducted at another academic institution, an industrial or government lab or field site, or during a study away program may also be approved. For most students, this research experience will be an attractive option for the Senior Presentation topic or honors project, although a student may choose to present work done in other contexts, such as internship or volunteer work, in an area within the emphasis. Those students choosing a major concentration with Added Emphasis will have this noted on their transcripts (e.g. *Biology Major with Added Emphasis in Neurobiology*).

Major Concentration in Biology with an Added Emphasis in Biochemistry/Molecular Biology

Introductory Biology Sequence (4 courses): Biology 21, 22, 23 24

The following upper level courses:
Biology 53 Advanced Genetics *or* Biology 58 Biochemistry II (cross listed with Chemistry)
Biology 57 Biochemistry I (cross listed with Chemistry)

Plus at least three courses from the following (at least two must be in Biology):
Biology 51 Immunology
Biology 52 Microbiology
Biology 54 Toxicology
Biology 55 Virology
Biology 62 Cellular and Molecular Neuroscience
Biology 68 Plant Physiology
Biology 69 Developmental Biology
Chemistry 56 Physical Chemistry II
Chemistry 62 Advanced Organic Chemistry
Biology 50 Topics courses related to Biochemistry (approval of Department Chair required; may be cross listed between Biology and Chemistry)

Senior Seminar: Biology 89 Senior Seminar (taken twice)

Required supporting courses:
Chemistry 13 General Chemistry II
Chemistry 38 Organic Chemistry II
Chemistry 55 Physical Chemistry I
Math 22 Calculus II
Math 27 Statistics
Physics 27 Principles of Physics II

Major Concentration with an Added Emphasis in Ecology/Evolution

The Introductory Biology Sequence: Biology 21, 22, 23, 24

The following upper level course: Biology 47 Evolution

Five upper level courses (at least three with lab/field components) from:
Biology 42 Animal Behavior and Ecology
Biology 43 Aquatic Ecology
Biology 45 Field Botany
Biology 46 Marine Biology
Biology 64 Comparative Physiology
Biology 82 Advanced Ecology
Biology 50 Topics courses in Ecology (including study away courses.)
Note: no more than 8 credits from study away courses can count towards these 5 courses.

Senior Seminar: Biology 89 Senior Seminar (taken twice)

Required supporting courses:
Chemistry 13 General Chemistry
Chemistry 37 Organic Chemistry
Math 21 Calculus I
Math 22 Calculus II, *or* Math 26 Discrete Math
Math 27 Elementary Statistics
Math 34 Applied Multivariate Statistics
Geology 20 Physical Geology, *or* Geology 21 Historical Geology, *or* Geography 16 Physical Geography, *or* other approved Geology *or* Geography courses

Major Concentration with an Added Emphasis in Genetics, Cell & Developmental Biology

Introductory Biology Sequence: Biology 21, 22, 23, 24

The following upper level courses:
Biology 53 Advanced Genetics *or* Biology 58 Biochemistry II
Biology 57 Biochemistry I
Biology 69 Developmental Biology

Plus at least two courses from the following:
Biology 47 Evolution
Biology 51 Immunology
Biology 52 Microbiology
Biology 55 Virology
Biology 62 Cellular and Molecular Neuroscience
Biology 68 Plant Physiology
Biology 50 Topics courses in Genetics, Cellular and Developmental Biology

Senior Seminar: Biology 89 Senior Seminar (taken twice)

Required supporting courses:
Chemistry 13 General Chemistry II
Chemistry 38 Organic Chemistry II
Chemistry 55 Physical Chemistry I
Math 21 Calculus I *or* Math 22 Calculus II
Math 27 Elementary Statistics
Physics 21 Introductory Physics I *or* Physics 26 Principles of Physics I
Physics 22 Introductory Physics II *or* Physics 27 Principles of Physics II

Major Concentration with Added Emphasis in Immunology and Microbiology

The Introductory Biology Sequence: Biology 21, 22, 23, 24

Two upper level courses:
Biology 51 Immunology
Biology 52 Microbiology

Three upper level courses (at least two with lab components) from:
Biology 47 Evolution
Biology 53 Advanced Genetics *or* Biology 58 Biochemistry II
Biology 55 Virology
Biology 57 Biochemistry I
Biology 62 Cellular and Molecular Neuroscience
Biology 69 Developmental Biology
Biology 50 Topics in Immunology or Microbiology

Senior Seminar: Biology 89 Senior Seminar (taken twice)

Required supporting courses:
Chemistry 13 General Chemistry II
Chemistry 37 Organic Chemistry I
Chemistry 38 Organic Chemistry II
Math 21 Calculus I
Math 27 Elementary Statistics
Physics 21 Introductory Physics I *or* Physics 26 Principles of Physics I
Physics 22 Introductory Physics II *or* Physics 27 Principles of Physics II

While not required, for students intending to do graduate study in Immunology or Microbiology, the following course is highly recommended: Chemistry 55 Physical Chemistry I

Major Concentration with Added Emphasis in Neurobiology

The Introductory Biology Sequence: Biology 21, 22, 23, 24

Three upper level courses:
Biology 62 Cellular and Molecular Neuroscience
Biology 67 Neuroanatomy
Biology 86 Seminar in Neuropharmacology or equivalent advanced seminar

Two upper level courses from:
Biology 51 Immunology
Biology 53 Advanced Genetics *or*Biology 58 Biochemistry II
Biology 57 Biochemistry I
Biology 64 Comparative Physiology
Biology 69 Developmental Biology

Senior Seminar: Biology 89 Senior Seminar (taken twice)

Two supporting courses from:
Psychology 24 Psychological Disorders
Psychology 31 Sensation and Perception
Psychology 36 Principles of Learning and Behavior
Psychology 63 Behavioral Neuroscience

Required supporting courses:
Chemistry 37 Organic Chemistry I
Chemistry 38 Organic Chemistry II
Physics 21 Introductory Physics I *or* Physics 26 Principles of Physics I
Physics 22 Introductory Physics II *or* Physics 27 Principles of Physics II
Math 27 Elementary Statistics

While not required, students may wish to take courses that relate to neuroscience in other divisions such as:
Chemistry 55 Physical Chemistry I
Computer Science 65 Introduction to Artificial Intelligence
Philosophy 62 Philosophy of Mind
Philosophy 65 Bioethics
Philosophy 64 Philosophy of Language
Linguistics 24 Introduction to Linguistics
Psychology 28 Developmental Psychology
Psychology 37 Cognition

Major Concentration with an Added Emphasis in International Issues

Students whose biological interests include an international aspect may complete a biology major with an Added Emphasis in International Issues. For example, this would be an option for students with interests in tropical ecology, global biodiversity, tropical diseases, and public health care in developing countries. To complete this major, a student must complete all the requirements normally required of a biology major. In addition, the student must complete the following requirements: 1) study or demonstrate competency in a foreign language through at least the intermediate level; 2) study abroad for a semester on a biology program in a country in which the student's foreign language skills are relevant, and in which the student examines biological issues particular to that region of the world; 3) seven supporting courses including two designated courses in International Studies; 4) an approved biology research experience with an international component. A senior presentation is required of all students as their capstone experience and for students majoring in biology with an Added Emphasis in International Issues, the presentation must include a significant international component. This presentation may be based on work completed in the study abroad program required in this emphasis or students may choose to present work they have done in other contexts such as internships. For a Major with an Added Emphasis in International Issues the 36 Biology credits must include:

The Introductory Biology Sequence: Biology 21, 22, 23, 24

Four upper level courses (at least two with lab/field components) from the Upper Level or Seminar and Research courses. At least two courses (8 credits) must be taken on a foreign study away biology program.

Senior Seminar: Biology 89 Senior Seminar (taken twice)

Required supporting courses:
Chemistry 13 General Chemistry II
Chemistry 37 Organic Chemistry I
Math 27 Elementary Statistics
Another approved Math or Chemistry course
An additional approved science course
International Studies 38 Globalization and the Environment
International Studies 68 Sustainable Development and the Global Future

Also students are expected to take other courses that support a commitment to internationalism. Highly recommended are Comparative Economic Systems (International Studies 25) and Culture and Revolution (International Studies 64). Other international courses that may be particularly appropriate for students pursuing this Added Emphasis include Anthropology 11, 39, 52, 56, 58, 60, 62, Biology 15 (which may not be counted for one of the Biology courses), Economics 21, 22, 25, Geography 11, 32, 45, and Political Science 26.

Core Concentration

The core concentration is an attractive option for students interested in interdisciplinary study and can be combined with such majors as environmental studies, geology, mathematics, chemistry, or physics.

The requirements for a core in biology are 26 credits in biology and six supporting courses. The 26 biology credits must include three of 21, 22, 23, and 24, and three upper level courses (at least two with laboratory). The six supporting courses can be selected from any of several departments after consultation and approval by the student's advisor, but must include Chemistry 13. Courses numbered below 20 do not count toward the biology core.

Minor Concentration

The requirements for a minor in biology are five biology courses, which must include two of 21, 22, 23 and 24. Students with a minor in Biology may include

one course numbered below 18 among their five courses. Biology 18 cannot be counted toward a biology minor.

Honors Program

The Biology department participates in the Honors Program. Eligibility requirements, application procedures, and specific project expectations for the Biology department are available from either the department office or the Dean of Academic Programs.

COURSES

Introductory Courses

Courses 21–24 are required for a Biology Major

10 THE BIOLOGY OF THE HUMAN BODY

This course, designed for students with limited background in science, considers the various systems of the body from the standpoint of the molecular, cellular and anatomical basis of normal structure and function. In addition, some of the common diseases affecting each system are discussed. No prerequisites. Three lectures per week. This course may not be counted toward a major or core in biology. Every year. (4 credits)

12 THE ENCHANTED CORTEX: A JOURNEY INSIDE THE BRAIN

This course will provide a basic introduction to the structure and function of the brain. Readings and discussion will focus on a number of topics that may include how chemicals produced in the brain affect emotions, mood and memory; the effect of drugs on brain function; the use of neuroactive drugs in the treatment of "mental illness," left brain/right brain theory and much more. Three hours per week. This course will not count toward a major or core in Biology or Neuroscience. First semester Macalester students only. Three lecture hours per week. Alternate years; next offered fall 2003 as a first year seminar. (4 credits)

15 GLOBAL DIVERSITY AND THE BIOLOGY OF CONSERVATION

This is a non-majors course designed for the liberal arts student. This course explores the reasons behind the alarming loss of biodiversity occurring throughout the world today. The implications of this loss and the efforts underway to reduce the rate of loss will be main topics of the course. Students will be introduced to the different types of biodiversity, including genetic diversity, species diversity, and habitat diversity. The process and implications of species extinctions occurring world wide will be examined in detail. The underlying biological and evolutionary processes involved in extinctions will be considered along with the role of human values and economic development in the loss of biodiversity. Principles will be illustrated through case studies of both extinctions and recovery efforts in different parts of the world. This course cannot be counted toward a major or core in biology. This course does satisfy international diversity requirements, and the biology requirement for an environmental studies major. Three lecture hours per week. Every year. (4 credits)

16 BIOTECHNOLOGY AND SOCIETY

This course will discuss the development and application of biotechnologies, and the impact these technologies have on society. The discussions will include genetic manipulation of organisms (ranging from agricultural plants and animals to gene therapy in humans), DNA fingerprinting and the polymerase chain reaction (with special attention to prenatal diagnosis and forensic applications), in vitro fertilization and pre-implantation diagnosis, organ transplantation, and the human genome project. Strong emphasis will be placed on societal and bioethical considerations. This course fulfills 4 credits in the science distribution requirement and counts toward the biology minor, but not toward the major or core. No prerequisites. Every year. (4 credits)

17 WOMEN'S HEALTH AND REPRODUCTION

This course will deal with those aspects of human anatomy and physiology, which are of special interest to women, especially those relating to sexuality and reproduction. Biological topics covered will include menstruation and menopause, female sexuality, conception, contraception, infertility, abortion, pregnancy, cancer, and AIDS. Advances in assisted reproductive technologies, hormone

therapies, and genetic engineering technologies will be discussed. Not open to Biology majors or cores. This course fulfills 4 credits in the science distribution requirement and counts toward the biology minor, but not toward the major or core. No prerequisite. Three lecture hours per week. Every semester. (4 credits)

18 SEMINAR IN THE HUMANISM OF MEDICINE

Taught by an experienced primary care physician specializing in internal medicine, this course concentrates on learning how patients, their families, and professionals who care for them experience illness; how stories patients tell become the basis for diagnosis and therapeutic action; the doctor patient relationship; and what it's like to be a physician. Didactic presentations, interactive discussions using stories from patients', students' and the instructor's experience, and related literature provide the content of the course. Prerequisite: junior or senior standing and an interest in medicine or a related health care field. This course does not count toward the biology major, minor or core. Every fall. (2 credits)

21 ECOLOGY

An introduction to the study of ecological and evolutionary theory and processes. The subject of this course is the natural world and the current and past processes that have shaped it. Major ecological and evolutionary patterns are described and proposed underlying mechanisms are investigated through field and laboratory studies. The impact of humans on natural systems is also examined. Three hours lecture and one three-hour lab each week. Every semester. (4 credits)

22 GENETICS

An introduction of the principles of genetics, including topics from classical Mendelian concepts to the contemporary molecular biology of the gene. Three lecture hours and one three-hour laboratory per week. Prerequisites: Chemistry 11, or concurrent enrollment in Chemistry 11 or 13, or very strong high school preparation in chemistry. Every semester. (4 credits)

23 CELL BIOLOGY

An introduction to the molecular and cellular processes of living organisms. Special attention is paid to problems faced by living cells in the acquisition of energy, growth and repair, reproduction and communication with other cells. Recent advances in biotechnology are also discussed. Prerequisites, Chemistry 11 or passing the Chemistry Placement Exam through the Macalester Learning Center. Three lecture hours and one three-hour lab per week. Every semester. (4 credits)

24 PHYSIOLOGY

An introduction to human physiology. The course focuses on the major physiological systems of the human body (e.g., circulatory, respiratory, gastrointestinal, urogenital and the nervous system). A special emphasis is placed on homeostatic mechanisms and the role of the endocrine and nervous system in this process. Lecture/discussion will span the basic structure and function of these systems as well as the underlying cellular mechanisms. Prerequisite, Biology 23 (Cell Biology). Three hours of lecture and one three-hour lab each week. Every semester. (4 credits)

Upper Level Ecology Courses

42 ANIMAL BEHAVIOR AND ECOLOGY

A study of animals in their natural habitats. This course takes an evolutionary approach to the study of animal behavior. Through lectures, field trips, readings and discussions, students are introduced to current ideas and research methods in the field of behavioral ecology. In addition, students will become familiar with many of Minnesota's birds and mammals. Prerequisite, Biology 21 (Ecology). Three lecture hours, one three-hour laboratory per week. Alternate spring terms. (5 credits)

43 AQUATIC ECOLOGY

The study of freshwater organisms and their environments. Students are introduced to the ecology of lakes, streams, and ponds, especially those of Minnesota. Through lectures, field trips and laboratory experiments, students will learn to identify aquatic plants and animals and will study their interactions. Additional topics include water chemistry and environmental pollution of freshwater systems. Prerequisites: Biology 21 (Ecology), Chemistry 13, Math 27. Three lecture hours, one four-hour laboratory per week. Every fall. (5 credits)

45 FIELD BOTANY

A study of the evolution, ecology, geography, and taxonomy of vascular plants. Students learn the principles of plant classification and, through first hand experience the techniques of plant identification, collection, and preservation. Through field trips, students will become familiar with many of the local trees, wildflowers, and ferns. Prerequisite for biology majors and cores, Biology 21 (Ecology); for others, permission of instructor. Three lecture hours, one three-hour laboratory per week. Every fall. (5 credits)

46 MARINE BIOLOGY

An introduction to the origin, evolution and diversity of the marine biome. Chemical, geological and physical factors that influence the various adaptations and interactions of all major groups of marine organisms are considered. Specific communities such as the salt marsh, mangrove fringe, kelp beds, coral reef, hydrothermal vents and the various deep sea fish are discussed as well as aspects of marine productivity and the abuse and conservation of marine biological resources. Prerequisite: Biology 21 (Ecology) or permission of instructor. Three lecture hours per week. Alternate spring terms. (4 credits)

47 EVOLUTION

We will explore one of the central organizing ideas of modern biology—the theory of evolution. Topics that will be covered include natural and sexual selection, comparative methods, speciation, population and quantitative genetics, molecular evolution, the origin of life, and others. The course will consist of lectures and discussions based on readings from a variety of sources. Three lecture/discussion hours per week. Prerequisites, Biology 21 (Ecology), 22 (Genetics), 23 (Cell Biology), Math 27 (Elementary Statistics) or permission of the instructor. Every fall. (4 credits)

50 TOPICS

Examination of a topic of general interest to faculty and students, the topic to be announced in advance of registration. Recent topics courses in biology include: Molecular Evolution, Comparative Biochemistry, and Plant Development. (4 credits)

Upper Level Molecular and Cellular Biology Courses

51 IMMUNOLOGY

An introduction to the mammalian immune system. The genetic and cellular basis of the immune response is explored through lectures, readings from primary and secondary literature, and discussions. Current methods in immunological research are introduced in the laboratory. Prerequisites, Biology 22 (Genetics), 23 (Cell Biology), and 24 (Physiology), and Chemistry 13. Three hours of lecture/discussion and 4-6 hours of laboratory per week. Every fall. (5 credits)

52 MICROBIOLOGY

This course is an introduction to the subdisciplines of microbiology: virology, bacteriology, immunology, parasitology and mycology. Emphasis is given to our efforts to understand and control microbial growth processes. Additional focus will be on the effect of microbes on humans, especially as relates to disease processes. The laboratory emphasizes determinative microbiology. Prerequisites: Biology 22 (Genetics) and 23 (Cell Biology), or permission of instructor. Chemistry 37 recommended. Three hours of lecture/discussion and 4-5 hours of laboratory per week. Every spring. (5 credits)

53 ADVANCED GENETICS

An in-depth study of the principle of modern genetics, this course will examine topics, which range from Mendelian and non-Mendelian inheritance patterns to the concepts and practices of molecular biology. Among other topics, there will be discussions on human genetics, the human genome project, and the application of genetic principles in genetic counseling. Prerequisites: Biology 22 (Genetics) and 23 (Cell Biology), and Chemistry 37. Three lecture hours and one three-hour lab per week. Offered occasionally. (5 credits)

54 TOXICOLOGY (Same as Chemistry 54)

All organisms are exposed to foreign substances on a regular basis. Many of these are naturally occurring, others are human-made. We will examine the interaction of toxic substances with biological systems. Topics examined will include mechanisms of toxicity at cellular and organismal levels, biochemical mechanisms of detoxification, modes of excretion, potentiation of toxicants and carcinogens, and elements of environmental toxicity. Prerequisites: Biology 23 (Cell Biology), and

Chemistry 37; Biology/Chemistry 57 (Biochemistry I) recommended. Three lecture hours per week. Alternate spring terms. (4 credits)

55 VIROLOGY

This seminar course will focus on the molecular biology of viruses, including prions and retroviral vectors. Topics will include bacterial, plant and animal viral infection and replication cycles, morphology, oncogenesis, and virus-host interactions. Viruses of epidemiologic and biotechnological importance, including new and emergent viruses, will be emphasized. Students will read current literature, lead class discussions and prepare a research proposal. Prerequisites: Biology 22 (Genetics), 23 (Cell Biology), and Biology 51, 52 or 53 or permission of the instructor. Every fall. (4 credits)

57 BIOCHEMISTRY I (Same as Chemistry 57)

A study of biological processes at the molecular level with an emphasis on the chemistry of biological molecules, elements of physical biochemistry, the structure of proteins, the mechanisms and kinetics of enzyme catalyzed reactions, and selected topics in intermediary metabolism, including the metabolism of carbohydrates and lipids. Prerequisites: Chemistry 38, Biology 22 (Genetics) and 23 (Cell Biology) or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Every fall. (5 credits)

58 BIOCHEMISTRY II (Same as Chemistry 58)

A continuation of Biology/Chemistry 57. A study of biological processes at the molecular level with an emphasis on the metabolism of amino acids, nucleotides, the regulation of biochemical pathways, and topics in molecular biology such as gene replication, the synthesis of proteins and nucleic acids, and recent advances in genomics and proteomics. Prerequisites: Biochemistry 57 or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Every spring. (4 credits).

62 CELLULAR AND MOLECULAR NEUROSCIENCE (Same as Psychology 42)

An introduction to the nervous system. While particular emphasis is placed on the molecular and cellular components of the nervous system, these components are the foundation for the analysis of various sensory systems. Discussion topics include neurotransmitters and neuromodulators, the physiology and molecular biology of receptors, and the synapse. The laboratory will be used to introduce major research techniques in neurobiology. These techniques will be used in independently designed research projects, which will be performed during the last third of the semester. Prerequisites: Biology 22 (Genetics), 23 (Cell Biology), and 24 (Physiology) or permission of instructor. Three lecture hours and one four-hour laboratory per week. Every spring. (5 credits)

Upper Level Organismal Biology Courses

64 COMPARATIVE PHYSIOLOGY

This course examines the diversity, ecology and evolution of form and function in a variety of animals, with explicit reference to organisms in their natural habitats. Topics include thermal relations, water and osmotic balance, energetics, gas exchange, and muscles and movement. The laboratory will involve independent research with live animals. Prerequisites: Biology 24 (Physiology) and Math 27 (Elementary Statistics). Three lecture hours, one three-hour laboratory period per week. Every fall. (5 credits)

65 PLANT BIOLOGY

A study of the major groups of plants from the viewpoint of evolutionary diversity. This survey of the plant kingdom will include the algae, bryophytes, ferns, conifers, and flowering plants. The role of plants in society will also be examined. Three lectures and one laboratory per week. Prerequisites: Biology 22 (Genetics) and 23 (Cell Biology). Alternate years. (4 credits)

67 NEUROANATOMY

The anatomical structure of the mammalian nervous system will be explored through analysis of artistic photographic and computer graphic representations of nervous system structures at both the microscopic and systems levels. This course is designed to provide an understanding of the neuroanatomical landmarks and features required for further study in neurobiology. It is designed for students with a strong interest in neurobiology. Prerequisites: Biology 12 or Biology 24 (Physiology) or Psychology 13. Every fall. (2 credits)

68 PLANT PHYSIOLOGY

A study of plant function that focuses on the biochemical, molecular, and cellular aspects of photosynthesis, metabolism, and hormone action. Emphasis will be placed on how these processes are integrated and fine-tuned to allow plants to adapt and function under a variety of environmental conditions. Three lectures and one three-hour laboratory period per week. Prerequisites: Biology 22 (Genetics), 23 (Cell Biology), Chemistry 13 recommended. Every spring. (5 credits)

69 DEVELOPMENTAL BIOLOGY

This course aims to integrate organismal, cellular, genetic and molecular approaches to the study of animal development. We will analyze a diversity of mechanisms, ranging from ones that set up pattern formation in the unfertilized egg to those governing morphogenesis of organ systems. Evolution of developmental mechanisms will also be discussed. The lab component will incorporate both descriptive and experimental embryological techniques. Prerequisites: Biology 22 (Genetics) and 23 (Cell Biology). Three lecture hours and 3 1/2 hour lab per week. Every spring. (5 credits)

Seminar and Research Courses

72 RESEARCH IN DEVELOPMENTAL BIOLOGY

Collaborative research with a faculty member in the area of developmental biology with an emphasis on molecular genetic approaches. Extensive laboratory research, readings and discussion of the scientific literature related to the research area are undertaken. A research project will be selected in consultation with the instructor. Prerequisites: Biology 21 (Ecology), 22 (Genetics), 23 (Cell Biology), 24 (Physiology) and either 69 or 53 or 58, and permission of the instructor. Alternate fall terms. (4 credits)

73 RESEARCH IN IMMUNOLOGY

Collaborative research with a faculty member on a current problem in the field of immunology. Prerequisites: junior or senior standing, Biology 22 (Genetics), 23 (Cell Biology), 24 (Physiology) and 51, Chemistry 38 and permission of the instructor. Every spring. (4 credits)

74 RESEARCH IN BIOCHEMISTRY

Students will be given an opportunity to design and execute a research project in biochemistry in collaboration with a faculty member. In addition to extensive laboratory research, readings and discussion of primary literature and writing of both research proposals and scientific papers will be pursued. Prerequisites: junior or senior standing, Biology/Chemistry 57 (Biochemistry I) and permission of the instructor. Alternate springs. (4 credits)

75 RESEARCH IN NEUROSCIENCE

This course offers an opportunity to work with a faculty member on current research in neuroscience. Extensive laboratory research, readings and discussion of the scientific literature related to the research area are undertaken. A research project is selected in consultation with the instructor. Prerequisites: junior or senior standing, Biology 22 (Genetics), 23 (Cell Biology), 24 (Physiology) and 62, and Chemistry 37 and permission of the instructor. Every fall. (4 credits)

77 RESEARCH IN ANIMAL PHYSIOLOGY

In this course, students will design a research project to investigate functional properties of animals at a variety of levels of organization (biochemical, tissue, whole-animal). Field and laboratory approaches may be used to address ecological, evolutionary, and traditional structure-function questions. Prerequisites: Biology 21 (Ecology), 22 (Genetics), and 64 (Comparative Physiology), Chemistry 37 (Organic Chemistry I) and permission of the instructor. Math 27 (Elementary Statistics) is strongly recommended. Every spring. (4 credits)

78 RESEARCH IN PLANT MOLECULAR GENETICS

Collaborative research with a faculty member in the area of plant biology with an emphasis on molecular genetic approaches to understanding plant hormone action. This research course requires students to use journal papers as the focus for class reading and critical analysis. A specific project will be selected in consultation with the instructor. Prerequisites: Biology 21 (Ecology), 22 (Genetics), 23 (Cell Biology), 24 (Physiology), 68 (Plant Physiology), Chemistry 37 or permission of the instructor. Every fall. (4 credits)

82 SEMINAR IN ADVANCED ECOLOGY

In this seminar, students will examine many of the ideas and theories that are currently defining such fields as ecology, conservation biology, and restoration ecology. This course is designed for a variety of students interested in environmental education, environmental issues, conservation, restoration, ecological research, and graduate school in any of those areas. Classes will consist of lectures, discussions, readings from the primary literature, student presentations, a group field project, and an occasional field trip. Students will also gain experience writing research proposals. Prerequisites: junior or senior standing, Biology 21 (Ecology), at least one other upper level field course with a lab, and permission of the instructor. Alternate springs. (4 credits)

86 SEMINAR IN NEUROPHARMACOLOGY (Same as Psychology 86)

This is an advanced course that will focus on the study of drugs used to alter the central nervous system. The course will begin with basic pharmacological principles and then concentrate on the various uses of drugs to alter brain neurochemistry. Topics for discussion will include the pharmacological treatment of schizophrenia, depression, pain, anxiety and generally, the neurochemical basis of behavior. In addition to discussion of the use of drugs for clinical purposes, a significant amount of time will be spent on the use of "drugs of abuse" (e.g. cocaine, marijuana, LSD). While the focus of the course will be on the biochemical mechanisms of these drugs, an effort will be made to investigate and discuss the sociological ramifications of drug use. Prerequisites: Biology 62 (same as Psychology 62) or Psychology 63, junior or senior standing or permission of the instructor. Three discussion/lecture hours per week. Alternate spring terms. (4 credits)

89 SENIOR CAPSTONE

A weekly seminar series at which invited professionals speak on a wide range of biologically related topics. The seminar is intended to enhance students' knowledge in biology and also to demonstrate how a biological background can be applied to a wide variety of career paths. Prerequisites, Senior Standing (Junior Standing permitted if the student will not be on campus during a semester as a Senior). Majors are required to take two semesters. S/NC grading. Can be taken no more than twice for credit. Every semester. (1 credit)

96 INDEPENDENT PROJECT

This is an opportunity for students to do independent study or research on a biological topic. This may be done in the department under the direct supervision of a faculty member; it may be done at another college or university or similar institution under direct supervision; or in certain circumstances it may be done off campus with minimal direct supervision. Given the nature of independent projects, students need to demonstrate they have the necessary academic background, including appropriate coursework, in the area they are interested in pursuing before an independent will be approved. A special section (Biology 96B-97B) will be offered for students conducting research during January of their senior year for 2 credits. This section is required for all students conducting an Honors project in the department but may also be taken by students working on their senior presentation. Prerequisite: sponsorship by a biology faculty member. Every semester. (2–4 credits)

97 INTERNSHIP

This is an opportunity for students to work with professionals in the biological field outside of academia. Students will work with a faculty sponsor and their site supervisor to develop a set of learning goals, strategies to meet these goals, and methods of evaluation for the internship, including the nature of the final product. An internship is an excellent way for students to apply knowledge learned in the classroom and laboratory, to learn more biology, and to explore career options. The internship may be undertaken during a semester, during January, or during the summer and must encompass at least 140 hours of work by the student. Prerequisite: sponsorship by a biology faculty member. Every semester. (4 credits)

Chemistry

Full Time Faculty: Ronald Brisbois, Paul Fischer, Rebecca Hoye, Keith Kuwata, Kathleen Parson, James Straka, Thomas Varberg (Chair)

Part Time Faculty: Amy Rice, A. Truman Schwartz, Wayne Wolsey

Laboratory Supervisor: Darlane Kroening

The chemistry curriculum is designed to serve three purposes:

1. To enhance and broaden the general culture of all its students by a consideration of some of the great intellectual achievements and current frontiers in the field of chemistry.

2. To lay the foundation for graduate study and professional careers in chemistry and biochemistry in the academic, research, or industrial fields.

3. To provide the training in chemistry necessary for those who plan scientifically oriented careers in such fields as biology, environmental studies, geology, physics, dentistry, and medicine.

General Distribution Requirement

All courses in the chemistry department count toward the general distribution requirement in mathematics and natural science except courses numbered 50, 88, 96, 97 and 98.

Major Concentration

The major concentration in chemistry consists of Chemistry 11 and 13 (or 13 alone), 23, 37 and 38, 55 and 56, 63 and 88 (4 semesters); Physics 26 and 27; Mathematics 22 and 37; course work in computer science (such as Computer Science 20) is strongly encouraged.

The senior capstone requirement for chemistry majors is satisfied by participation in Chemistry 88 (Chemistry Seminar), which includes oral presentations during the junior and/or senior year.

The Chemistry Department is on the approved list of the American Chemical Society (ACS). To earn the ACS-certified degree, students must have a Macalester chemistry major plus Chemistry 57 and 61 and one advanced chemistry course. In certain cases, advanced courses from other science areas or mathematics may be substituted for the advanced chemistry course. Students interested in ACS certification should confer with the department chair.

Students interested in secondary teaching should consult with Professor Ronald Brisbois and the Education Department.

Suggested Course Sequence for a Chemistry Major

	Fall Semester	*Spring Semester*
Freshman	Chemistry 11 or 13 Mathematics 21 or 22	Chemistry 13 or 23 Mathematics 21 or 22

Sophomore	Chemistry 37 Mathematics 22 or 37 Physics 26	Chemistry 23* Chemistry 38 Physics 27
Junior	Chemistry 55 (Chemistry 57) Chemistry 88	Chemistry 56 Chemistry 88 (Advanced elective)
Senior	Chemistry 63 (Chemistry 57*) (Chemistry 61) Chemistry 88	(Advanced elective) Chemistry 88

* if not taken earlier

Courses in parentheses are not required for a major, but a selection of one to three advanced courses is highly recommended, especially for graduate study in chemistry. Note that Multivariable Calculus (Mathematics 37) should be taken before enrolling in Chemistry 56. Enrollment in Chemistry 23 is strongly encouraged during the first or second year. Chemistry 57 and 61 and one other advanced course are required for an ACS-certified major. Depending upon their interests and career goals, chemistry majors and cores often elect to supplement their required courses with courses in mathematics, physics, biology, geology, and/or economics. However, chemistry majors and cores have also taken second majors or cores in a wide variety of disciplines, such as classics, dramatic arts, and music.

The Chemistry Department supports Macalester's emphasis on internationalism. Chemistry majors who wish to study abroad should consult with their advisor as early as possible. The junior-level courses Physical Chemistry I and II (55 and 56) can be taken in reverse order, so that students studying abroad in the fall of their junior year can take Chemistry 56 in the spring, followed by Chemistry 55 in the fall of their senior year. In some study-abroad programs, suitable chemistry courses may be taken that fulfill requirements for the major, but these must be approved by the department in advance. During their term abroad, chemistry majors are excused from the Chemistry Seminar (88) requirement.

Major Concentration with added emphasis in biochemistry

Students interested in biochemistry should consider majoring in chemistry with an added emphasis in biochemistry. Students choosing this option will have this noted on their transcripts as *Chemistry Major with Added Emphasis in Biochemistry*. To earn an emphasis in biochemistry, students must complete all of the requirements of the Macalester chemistry major plus Chemistry 57 and 58. In addition, Biology 22 and 23 (or advanced courses in genetics or cellular/molecular biology) must be taken. Advanced electives in chemistry or biology are encouraged.

Core Concentration

The core concentration in chemistry includes Chemistry 11 and 13, or 13 and 23, 37 and 38, 55, either 56 or 57, and 88 (two semesters). Required supporting

courses are Physics 26 and 27; and Mathematics 21 and 22. Two additional science courses are required and may be chosen from the fields of biology, geology, physics, or mathematics.

Honors Program

The Chemistry Department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Chemistry Department are available from the department office.

COURSES

10 CHEMISTRY IN CONTEXT

A course, designed primarily for students not majoring in the sciences, which explores the applications and implications of chemistry in a societal context. The chemical concepts are introduced as needed to explain such contemporary issues as ozone depletion, global warming, acid precipitation, alternate energy sources, drug design, and nutrition. The political, social, and ethical dimensions of these topics are also considered. There is minimal use of mathematics and greater emphasis on discussion, writing, decision making, and role-playing than is characteristic of most science courses. Also includes a laboratory component. Every other year, not offered 2002-2003. (4 credits)

11 GENERAL CHEMISTRY I: PROPERTIES AND STRUCTURE

An introduction to the fundamental principles of chemistry, including such topics as elements, compounds, and mixtures; chemical notation and nomenclature; mass and molar relations; properties and periodicity; atomic theory and structure; molecular structure and chemical bonding; gases, liquids, solids, and solutions. Prerequisite, none. Three lectures and one three-hour laboratory per week. Fall semester. (4 credits)

13 GENERAL CHEMISTRY II: REACTIVITY, ENERGETICS, EQUILIBRIUM

Chemical principles applied to dynamical systems, including such topics as thermochemistry and elementary thermodynamics; spontaneity and chemical equilibrium; rates of reaction; solubility equilibria and precipitation reactions; acids, bases, and acid-base reactions; complex ions and coordination compounds; oxidation, reduction, and electrochemistry; qualitative analysis. Prerequisite, Chemistry 11 or satisfactory performance on the chemistry placement examination. Chemistry 13 is an appropriate entry level course for students with strong high school preparation in chemistry and mathematics. Three lectures and one three-hour laboratory per week. Every semester. (4 credits)

23 ANALYTICAL CHEMISTRY

Application of chemical principles, statistics, and spectroscopy to problems in chemical analysis. Laboratory work includes volumetric, gravimetric, and instrumental methods for quantitative analysis. Prerequisite, Chemistry 13. Three lectures, four hours laboratory per week. Spring semester. (5 credits)

37 ORGANIC CHEMISTRY I

This course develops a broad understanding of the theoretical concepts of organic chemistry. Molecular orbital theory and valence bond resonance theory are invoked to describe and explain the ramification of covalent bonding in organic molecules, as well as to rationalize fundamental noncovalent associations. Thermodynamic considerations of 3-dimensional molecular shape are discussed. Contemporary instrumental techniques for the assignment of molecular structure are a key focus. Modern mechanistic theory of organic chemical reactions is developed in the context of acid-base, nucleophilic substitution, elimination, and electrophilic addition reactions. Prerequisite, Chemistry 13. Three lectures, four hours laboratory per week. Fall semester. (4 credits)

38 ORGANIC CHEMISTRY II

This course further develops the theoretical concepts of organic chemistry, and helps students to develop an ability to propose plausible synthetic pathways to organic molecules. Particular focus is on nucleophilic addition, electrophilic substitution, free radical, and pericyclic reactions. Prerequisite, Chemistry 37. Three lectures, four hours laboratory per week. Spring semester. (5 credits)

46 RESEARCH METHODS IN ORGANIC CHEMISTRY

This course develops understanding of computation, advanced NMR and mass spectrometric techniques as applied to research efforts in organic chemistry and related fields, such as pharmaceuticals, materials science, supramolecular synthesis, and crystal engineering. Prerequisite, Chemistry 38 and permission of the instructor. Three lectures per week. Alternate spring semesters. (5 credits)

50 TOPICS

Examination of a topic of general interest in chemistry, the topic to be announced in advance of registration. Recent titles have been Medicinal Chemistry, Chemical Physics, and Organometallic Chemistry. Prerequisite, permission of the instructor. (4 credits)

54 TOXICOLOGY (Same as Biology 54)

All organisms are exposed to foreign substances on a regular basis. Many of these are naturally occurring, others are human-made. We will examine the interaction of toxic substances with biological systems. Topics examined will include mechanisms of toxicity at cellular and organismal levels, biochemical mechanisms of detoxification, modes of excretion, potentiation of toxicants and carcinogens, and elements of environmental toxicity. Prerequisites: Biology 23 (Cell Biology), and Chemistry 37; Biology/Chemistry 57 (Biochemistry I) recommended. Three lecture hours per week. Alternate spring terms. (4 credits)

55 PHYSICAL CHEMISTRY I

Topics in macroscopic, classical physical chemistry: properties of gases, thermodynamics and its applications to physical and chemical systems; phase and chemical equilibrium; rates of reactions and chemical kinetics. Prerequisites, Chemistry 13, Physics 27, Mathematics 22. Three lectures, three hours laboratory per week. Fall semester. (4 credits)

56 PHYSICAL CHEMISTRY II

Topics in microscopic, modern physical chemistry: quantum mechanics and atomic and molecular structure; computational chemistry; symmetry and group theory; spectroscopy and diffractometry; and statistical mechanics. Prerequisites, Chemistry 13, Physics 27, Mathematics 22. Recommended, Mathematics 37. Three lectures, three hours laboratory per week. Spring semester. (4 credits)

57 BIOCHEMISTRY I (Same as Biology 57)

A study of biological processes at the molecular level with an emphasis on the chemistry of biological molecules, physical biochemistry, structure of proteins, mechanisms and kinetics of enzyme catalyzed reactions, and introduction to intermediary metabolism, including the metabolism of carbohydrates and lipids. Prerequisites, Chemistry 38, Biology 22 and 23 or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Fall semester. (5 credits)

58 BIOCHEMISTRY II (Same as Biology 58)

A continuation of Biology/Chemistry 57. A study of biological processes at the molecular level with an emphasis on the metabolism of amino acids, nucleotides, the regulation of biochemical pathways, and topics in molecular biology such as gene replication, the synthesis of proteins and nucleic acids, and recent advances in genomics and proteomics. Prerequisites: Biochemistry 57 or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Spring semester. (4 credits)

61 INSTRUMENTAL ANALYSIS

Advanced methods of instrumental analysis including electronics, spectroscopy, chromatography, and electrochemistry. Prerequisite, Chemistry 23 and 56 or permission of instructor. Three lectures, three hours laboratory per week. Fall semester. (4 credits)

62 ADVANCED ORGANIC CHEMISTRY

Selected topics in organic chemistry, including stereochemistry, reaction mechanisms, modern methods of organic synthesis and spectral methods of identifying organic compounds. Laboratory emphasis on spectral, chromatographic and synthetic methods. Prerequisite, Chemistry 38. Alternate fall semesters. (4 credits)

63 ADVANCED INORGANIC CHEMISTRY

This course examines how modern theories of chemical bonding are applied to an understanding of the chemistry of the elements of the periodic table. Students explore chemical structures, reactions and spectra on the basis of molecular symmetry and group theory. Topics covered include chemical periodicity, acid-base systems, and coordination compounds. Prerequisite, Chemistry 56 or permission of the instruction, Three lectures, three hours of laboratory per week. Fall semester. (4 credits)

88 CHEMISTRY SEMINAR

Presentations on current topics in the molecular sciences by campus visitors, as well as by Macalester students and faculty. Students may be expected to prepare for the presentations by reading, and, in some cases, discussing the work of a speaker in advance of his/her seminar presentation. Chemistry majors will make two oral presentations over four semesters. All students will submit a written synopsis for three seminar presentations each semester. Prerequisite, junior or senior standing. One hour per week. Every semester. (1 credit)

96 INDEPENDENT PROJECT

Laboratory and library research on an original problem, usually with a thesis. Prerequisite, permission of the department. Every semester. (1–4 credits)

97 INTERNSHIP

Ordinarily restricted to seniors. Prerequisite, permission of the instructor. Every semester. (1–4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the department. Every semester. (1–4 credits)

Classics

Full Time Faculty: Andrew Overman (Chair), Jeremiah Reedy, Joe Rife, Beth Severy

Part Time Faculty: Nanette Goldman

Classics is the critical study of languages, cultures, and literature of the ancient world. The societies of ancient Greece and Rome, the Mediterranean world, the Middle East, and cultures with faces toward Asia are the terrain of Classics. Many of our traditions rest upon the world of the Greeks and Romans. Greek, Latin, and Hebrew literature are studied in the Classics Department. Ancient cities and settlements are reconstructed through archaeological and architectural analysis; the crises, failures, and successes of the classical world are examined. This is done with a view toward what the diverse and politically volatile setting of the ancient world can teach us about our modern context.

The Department prepares people to study in graduate school in Classics and a range of related disciplines. It provides a place for the intensive study of Greek and Latin, and Classics prepares people for Law School, political science and theory as well as work in archaeology and architecture, among many other things. Above all, Classics provides a place for the critical analysis of ancient and foreign cultures, and helps students learn how to sympathetically enter and engage a worldview or setting quite different from their own. Classics focuses on writing, critical reading, language acquisition, and argumentation.

Students are encouraged to take advantage of opportunities for foreign study, which the Classics department directs. These include summer archaeological excavations in Northern Israel excavating a Roman Temple, or spending the

month of January living in, studying, and exploring the eternal city of Rome. The department also sends students on affiliated programs of the American School of Classical Studies at Athens, the College Year in Athens, and the Intercollegiate Center for Classical Studies in Rome.

General Distribution Requirement

All courses offered by the department count toward the humanities distribution requirement except for 60, which counts toward the fine arts requirement.

Diversity Requirement

The international diversity requirement may be met through department courses 21 and 22 (Ancient World I and II), 27 (Women in Classical Antiquity), and 69 and 70 (Greek and Roman History).

Major Concentration

Students earn a major in Classics by choosing among five emphases in three general areas: Classical Civilization, Classical Archaeology and Classical Languages.

Classical Civilization

A major in Classics with an emphasis in Classical Civilization consists of nine courses to include: a) two courses which provide a comprehensive introduction to the ancient Mediterranean world (either 21 and 22 or 69 and 70); b) two courses in a classical language (Greek, Latin or Hebrew); c) two courses in ancient literature beyond the elementary level (language courses numbered 30 and above or literature courses in translation. If 21 and 22 are used to satisfy this requirement, then 69 and 70 must be taken to satisfy requirement (a) above.); d) three electives chosen from the offerings of the department. Select courses from other departments may be substituted on occasion when approved in advance by the Classics department.

Classical Archaeology

A major in Classics with an emphasis in Classical Archaeology consists of eleven courses to include: a) two courses which provide a comprehensive introduction to the ancient Mediterranean world (either 21 and 22 or 69 and 70); b) two courses in a classical language (Greek, Latin or Hebrew); c) four foundation courses: Classics 23 (Introduction to Archaeology), Geology 36 (Stratigraphy and Sedimentation), Geography 25 (Cartography), and an advanced archaeology course from the Classics department, such as 63 (Archaeology and Architecture of the Greco-Roman World); d) three electives chosen from the following, or as approved in advance by the Classics department: Classics 60, Anthropology 12 and/or 45, Art 37 (Ceramic Art), Geography 16, 32 and/or 64, Geology 12, 15.

Archaeology majors must also gain some form of field experience, such as participating in an excavation or interning at a museum. For most majors, this will become part of their capstone experience (see below).

Classical Languages

A major in Classics with an emphasis in Greek, Latin or Classical Languages consists of nine courses to include: a) two courses which provide a comprehensive introduction to the ancient Mediterranean world (either 21 and 22 or 69 and 70); b) seven courses involving classical languages and literatures in the original language. These may include any courses in Greek, Latin, and/or Hebrew as offered or approved by the Classics department, but each student's particular combination of courses must be approved by the department.

Capstone Experience

Classics majors in all emphases must also complete a capstone requirement. This may be fulfilled through an independent study course (96), which can be used to fulfill electives within the major, or through participation in the majors' seminar (50: Junior/Senior Seminar).

Core Concentration

A Classics core concentration with an emphasis in Classical Civilization consists of six courses to include: a) two comprehensive surveys (either 21 and 22 or 69 and 70) and b) four other courses chosen from the language, literature, philosophy, history, archaeology and other courses offered by the department.

A Classics core concentration with an emphasis in Classical Archaeology consists of six courses to include: a) two comprehensive surveys (either 21 and 22 or 69 and 70); b) Introduction to Archaeology (23); and c) three other archaeology courses offered or approved by the Classics department.

A Classics core concentration with an emphasis in Classical Languages consists of six courses to include: a) two comprehensive surveys (either 21 and 22 or 69 and 70) and b) four courses in classical language and literature (Greek, Latin and/or Hebrew) in the original languages.

Six complementary courses from other departments are also required for the core concentration.

Minor Concentration

A Classics minor concentration with an emphasis in Classical Civilization consists of five courses to include: a) two comprehensive surveys (either 21 and 22 or 69 and 70) and b) three other courses chosen from the language, literature, philosophy, history, archaeology and other courses offered by the department.

A Classics minor concentration with an emphasis in Classical Archaeology consists of five courses to include: a) two comprehensive surveys (either 21 and 22 or 69 and 70); b) Introduction to Archaeology (23); and c) two other archaeology courses offered or approved by the Classics department.

A Classics minor concentration with an emphasis in Classical Languages consists of five courses to include: a) two comprehensive surveys (either 21 and 22 or 69 and 70) and b) three courses in classical language and literature (Greek, Latin and/or Hebrew) in the original languages.

COURSES

Classical Civilization

(Knowledge of Latin, Greek and/or Hebrew not required)

21 THE ANCIENT WORLD I: GREECE (Same as Humanities and Cultural Studies 21)

A close reading of selected authors from Homer to Aristotle with attention to the perennial nature of the questions raised. Discussions will be supplemented by lectures on art, history, religion and science. Alternate years. (4 credits)

22 THE ANCIENT WORLD II: ROME (Same as Humanities and Cultural Studies 22)

A study of Roman civilization from its origin to the Empire, with emphasis on the qualities which distinguish Roman literature from its Greek predecessors. The course will examine not only the intellectual life of the Romans, but attempt to describe the everyday experience of men and women in that world. The massive influence of Rome on later cultures and civilizations of the West will also receive attention. Alternate years; next offered spring 2003. (4 credits)

23 INTRODUCTION TO ARCHAEOLOGY

This course introduces students to the discipline and profession of archaeology. The history, methodologies, theories and impact of archaeology are studied. Specific sites are analyzed, along with contemporary finds and the political dimensions of archaeology. Assessment includes weekly papers, site presentations, and an archaeological research paper. Every spring. (4 credits)

27 WOMEN IN CLASSICAL ANTIQUITY

An investigation of contemporary approaches to studying women and gender in antiquity. The course explores how ancient Mediterranean societies understood and employed the categories of male and female, and how this affected the actions and representations of women in literature, myth, art, law, philosophy, politics and medicine. Alternate years; next offered fall 2003. (4 credits)

29 CLASSICAL MYTHOLOGY

A survey of the major myths of classical antiquity with emphasis on the content and treatment of myth in such classical authors as Homer, Hesiod, Vergil and Ovid. Some attention will be paid to the psychology of myth-making and to modern theories of mythology. Every spring. (4 credits)

30 ANCIENT AND MEDIEVAL PHILOSOPHIES (Same as Philosophy 30)

Major philosophers of Greece, Rome and the medieval period. Every fall. (4 credits)

45 PAGANS, CHRISTIANS & JEWS IN CLASSICAL ANTIQUITY: CULTURES IN CONFLICT (Same as Humanities and Cultural Studies 45 and Religious Studies 45)

This course studies the interaction of Jewish, Christian, and pagan cultures, and the protracted struggle for self-definition and multi-cultural exchange this encounter provoked. The course draws attention to how *the other* and cultural and religious difference are construed, resisted, and apprehended. Readings include Acts, Philo, Revelation, I Clement, pagan charges against Christianity, *Adversus Ioudaios* writers, the *Goyim* in the Mishna, and apologetic literature. Alternate years; next offered fall 2002. (4 credits)

47 HELLENISTIC AND JEWISH CULTURES: GREEK AND JEWISH CONVERSATIONS IN THE GRECO-ROMAN PERIOD

This course studies the influence of Greek culture and thought on significant Jewish writers and centers from the second century B.C.E. to the second century C.E. Conversely, the course studies the influence and attraction of Jewish culture and religion in various parts of the Roman world. Readings include Flavius Josephus, Philo of Alexandria, epigraphical evidence from the Greek east, Juvenal, the Bible, the Letter of Aristeas, Joseph and Aseneth, and recently excavated synagogues and public buildings from Asia Minor and Roman Palestine. Alternate years; next offered 2002–2003. (4 credits)

50 TOPICS

Occasional and often experimental courses focusing on special topics of interest to faculty and students. Recent courses have included India and Rome: The Rise of Religion in the Empires of Late Antiquity, The Idea of a College: Classical and Contemporary Perspectives on Higher Education, Methods in Field Archaeology, Plato and Postmodernism. (4 credits)

55 JANUARY IN ROME: THE ART, ARCHAEOLOGY, AND TOPOGRAPHY OF ANCIENT ROME

A survey and tour of the major spaces, surviving monuments and artifacts of the city of Rome from the earliest occupation of the Palatine hill around 1000 BCE to the construction of the first major Christian buildings by the emperor Constantine in the 4th century CE. Students also learn architectural building techniques, systems of dating based on types of stone and brickwork, problems in properly identifying surviving buildings, the iconography of Roman political sculpture and other dating techniques, and techniques of Roman copying and reuse of original Greek art. We consider the incorporation of Roman monuments into subsequent architecture, including Fascist political (re)use of archaeology, as well as problems of conservation in the context of the modern city. Finally, visits to the excavated cities of Pompeii and Ostia make visible the lives and activities of those lost in the literary record, including women and slaves. Student evaluation is based on participation in group events, a presentation, two on-site projects, two quizzes, completion of a set of self-guided site visits, and a final project. Offered alternate years; next offered January 2004. (2 credits, with 2 additional credits available through completion of an independent study project the following spring term).

60 INTRODUCTION TO CLASSICAL ART (Same as Art 60)

This course offers an introduction to major monuments and periods of art from Ancient Antiquity through the Middle Ages. Its purpose is not only to acquaint students with key works of prehistoric, Egyptian, Mesopotamian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Hiberno-Saxon, Carolingian, Ottonian, Romanesque and Gothic art, but also to help them develop a vocabulary for the description and analysis of works of art. The course also provides a basic understanding of the methods and aims of art historical study while examining a broad range of issues such as patronage and the art maker, the changing roles of artists in society and the changing functions of art. Three hours per week. Every fall. (4 credits)

63 ARCHAEOLOGY AND ARCHITECTURE IN THE GRECO-ROMAN WORLD (Same as Art 58)

This course examines the development and the architecture of ancient cities and the archaeological methods used to uncover them. The course focuses on the political and ideological importance of urban art and architecture and the various interpretations of architectural statements. The political use of space, the city as an institution and the interpretation of material culture are prominent issues in the course. Alternate years; next offered fall 2002. (4 credits)

69 HISTORY OF GREECE (Same as History 69)

A study of the political, constitutional and cultural history of Greece from the earliest times to Alexander the Great. Special attention is given to the origins of Greek institutions in the Minoan-Mycenaean civilization (late Bronze Age), the development of the city-state as a political unit and the height of democracy under Pericles, the Greek world of the fourth century, the rise of Macedonia and the expansion of the Hellenic world through the conquests of Alexander. Alternate years; next offered fall 2003. (4 credits)

70 HISTORY OF ROME (Same as History 70)

A study of the political, constitutional and social history of Rome from its beginnings to the disintegration of ancient civilization, following its climax in the second century A.D. There will be emphasis on such large aspects of Roman history as the development of the Roman constitution, Rome's conquest of the Mediterranean from the time of the Punic Wars to 133 B.C., the last century of the Roman Republic and the causes of its fall, the establishment of the principate, and the reasons for the decline of the Empire. Alternate years; next offered spring 2004. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Every semester. (4 credits)

97 INTERNSHIP

Previous course work in department required, as well as permission of the instructor. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. Every semester. (4 credits)

Greek

15 ELEMENTARY GREEK

A one semester introduction to koine Greek, this course prepares students to read the New Testament and other documents of the Hellenistic Age. Every fall. (4 credits)

35 GREEK NEW TESTAMENT

Reading the Greek New Testament and other Jewish documents from the Hellenistic period. Prerequisite: Classics 15. Every spring. (4 credits)

61 PLATO AND HIS WORLD

Part of the Greek language sequence. Readings from the dialogues of Plato to illustrate the philosopher's thought and style. Every fall. (4 credits)

62 HOMER AND THE GREEK EPIC

Part of the Greek language sequence. The *Iliad* and/or the *Odyssey*, the Homeric Question, Homeric life and society, the Homeric hero and the gods are subjects to be investigated in this course. Every spring. (4 credits)

87 ADVANCED READING IN GREEK

Authors chosen after consultation between instructor and student. Examples: Sophocles, Herodotus, Thucydides, and Aristotle. Independent. Every year. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Every semester. (4 credits)

Hebrew

17, 18 ELEMENTARY HEBREW

An introduction to the alphabet, grammar, vocabulary, and basic texts of biblical Hebrew. Along with grammar and vocabulary, basic texts are analyzed and translated including selections from the book of Genesis, the book of Ruth, and the Dead Sea Scrolls. Two-term sequence. Every year. (4 credits each semester)

37, 38 INTERMEDIATE HEBREW

These courses comprise the second year in the department's Hebrew language sequence. Oral recitation and drills are added to the study of Hebrew grammar, vocabulary and texts. A modern Hebrew component is included in this second year of study. Rabbinic texts, Mishna and Talmud are studied and translated in these courses, along with selections from the Hebrew Bible and Dead Sea Scrolls. Two-term sequence. Every year. (4 credits each semester.)

95 TUTORIAL

Prerequisite, permission of the instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Every semester. (4 credits)

Latin

11,12 ELEMENTARY LATIN

A study of the vocabulary, morphology and syntax of the Latin language; reading easy Latin such as the Bible, Pliny and Caesar. Two-term sequence. Every year. (4 credits each semester)

31 INTERMEDIATE LATIN

A thorough review of Latin grammar followed by a study of Roman prose authors, with particular emphasis on the letters and speeches of Cicero. Every fall. (4 credits)

32 INTERMEDIATE LATIN

A course in the poetic literature of the Republican and/or Augustan Ages with concentrated study of one or two authors. Examples: Plautus, Catullus, Vergil, Ovid. Every spring. (4 credits)

83 ADVANCED READING IN LATIN

Authors chosen after consultation between instructor and student. Examples: Lucretius, Seneca, Petronius, Apuleius, Juvenal, Martial. Every year. By arrangement with instructor. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Every semester. (4 credits)

Communication and Media Studies

Full Time Faculty: Adrienne Christiansen, Michael Griffin, Leola Johnson, Cristina Lopez, Clay Steinman (Chair)

Part Time Faculty: Sally Caudill, Roger Mosvick, Becky Omdahl, Howard Sinker, Doug Stone

Director of Forensics: Dick Lesicko

Communication is symbolically mediated human activity. Individuals, groups, and institutions define themselves and learn to function effectively through communication. They also can misunderstand each other, especially when they attempt to communicate across cultural divides without appreciation of differences. Communication can be a tool for establishing, maintaining, or changing interpersonal and social relations. Communication and Media Studies examines how human beings, individually or institutionally, make sense of the world or act in the face of meanings others seek to impose on them. As communication becomes more technological, it becomes important to understand individual efforts to persuade as well as the cultural and political-economic structures and media forms that affect how meanings are made.

The department's origins were in a major program emphasizing rhetoric, public address, and organizational communication and a separate minor program in journalism. The department has expanded to include not only the traditional study of rhetoric, interpersonal, organizational, and intercultural communication, but also communication's relation to gender and multiculturalism; communication and new technologies, including computers; cultural studies; film studies; media analysis; and a wide range of theories that inform the study of communication. These approaches include both humanities and social-science perspectives. Overall, the courses seek to develop six faculties central to the mission of the liberal arts:

1. Oral and written communication skills vital for personal, political, social, and vocational effectiveness. Classes stress speaking and writing.

2. Reasoning and critical thinking abilities that enable one to create and evaluate arguments in interpersonal and organizational discourse and images and narratives in media.

3. Knowledge of small group and interpersonal communication to understand and practice effective group functioning in personal and organizational contexts.

4. Understanding communication and social theories and modes of criticism that provide classical and contemporary perspectives useful in framing and analyzing communication acts. This includes understanding the philosophical and cultural assumptions of theories and modes of criticism and their relation to social critique.

5. Historical and critical understanding of how media representations are produced and understood.

6. Sensitivity to ways historically constructed differences of class, culture, education, ethnicity, gender, geographical origin, race, and sexuality affect freedom of speech, access to the media, and the pursuit of social justice.

7. An understanding of the strengths and critiques of empirical research for creating and evaluating knowledge about communication.

Department faculty regularly offer first-year seminars, participate in the Honors Program, sponsor independent projects and tutorials, and work closely with students who serve as research assistants and teaching preceptors. The department's Communication Laboratory offers students facilities for preparation (including videotaping) of oral presentations and group projects. Audio and video production facilities and a substantial video collection are accessible to students in Media Services.

Career Orientation

Communication and Media Studies majors and minors go on to graduate school in business or public administration, communication, education, film, journalism, law, media production, and other academic fields. Graduates find careers in business, education, government, the media, or with nonprofit institutions. Faculty encourage students to take internships to gain valuable pre-professional experience and to learn to apply their academic work in institutions of different sizes and goals. The department's part-time faculty include leaders in local media and cultural institutions who assist students in finding internships by working closely with the director of the college Internship Program.

General Distribution Requirement

All courses in Communication and Media Studies count toward the general distribution requirement in social science but ten. Film Analysis (28) meets the general distribution requirement in the fine arts. Communicative Strategies in Japanese Society (35), Rhetoric and Social Change (36), History of Film, 1894-1941 (48), History of Film Since 1941 (49), Computer Mediated Communication (51), Blackness in the Media (54), Feminism/Representation/Film (57), Women's Voices in Public Discourse (59), and Theories of Rhetoric (74) count toward the general distribution requirement in humanities.

Diversity Requirement

The courses in Communication and Media Studies that satisfy the domestic diversity requirement are Communication and Difference in the U.S. (32), Gender and Communication (44), Blackness in the Media (54), and Feminism/Representation/Film (57). The courses that satisfy the international diversity requirement are Communicative Strategies in Japanese Society (35) and Intercultural Communication (38).

Major Concentration

A major will require a minimum of ten courses from the following requirements:

1. Communication and Media Studies 10 (Foundations of Speech Communication) or Communication and Media Studies 11 (Foundations of Media Studies). Completion of or enrollment in Communication and Media Studies 10 or 11 is required for entrance into the program. Students seeking a wide-ranging communication program might consider taking both courses (10 and 11).

2. At least three courses at the intermediate level—courses numbered 30-60.

3. One methods course: Science and Social Inquiry (Sociology 30), Interpretive Social Research (Sociology 43), Empirical Research Methods (Political Science 30), Experimentation and Statistics (Psychology 49), Film Analysis (Communication and Media Studies 28), or Rhetoric and Social Change (Communication and Media Studies 36).

4. One theory course (numbered 72-76).

5. Capstone: Communication and Media Studies 88 (Advanced Topics Seminar).

6. Three additional electives in Communication and Media Studies.

Minor Concentration

A minor concentration in Communication and Media Studies will consist of Communication and Media Studies 10 (Foundations of Speech Communications) or Communication and Media Studies 11 (Foundations of Media Studies) plus any four courses in Communication and Media Studies.

Special Programs

Communication and Media Studies faculty participate in the interdisciplinary programs in African American Studies, Comparative North American Studies, Humanities and Cultural Studies, International Studies, and Women's and Gender Studies. Cultural Studies and the Media (34), History of Film, 1894–1941 (48), and Critical Social Theory and the Media (76) count toward the major in Humanities and Cultural Studies. Feminism/Representation/Film (57) and Gender and Communication (44) have been approved for the Women's and Gender Studies major and minor programs. Intercultural Communication (38)

is a supporting course option in the International Studies major. Blackness in the Media (54) has been approved for the African American Studies minor and the Comparative North American Studies minor. In addition, the department occasionally offers Topics Courses that are approved for other programs.

Forensics The department provides extensive opportunities to participate in a nationally recognized program of debate and forensics. These programs are open to any student without prerequisites or previous forensic experience and include options in campus parliamentary debate as well as intercollegiate competition in Lincoln-Douglas, cross examination debate, mock trial competition, and a variety of individual forensic events.

Honors Program

The Communication and Media Studies department participates in the Honors Program. Eligibility requirements, application procedures, and specific project expectations for the Communication and Media Studies department are available from either the department office or the Dean of Academic Programs.

COURSES

10 FOUNDATIONS OF SPEECH COMMUNICATION

This course introduces students to Speech Communication and to some of the most significant intellectual roots of the field. Students learn how ancient Greek writers such as Plato, Socrates, and Aristotle understood the processes of human communication and how their ideas are connected to, and challenged by, modern phenomena ranging from presidential speech making to strangers visiting with one another in on-line chat rooms. As a discipline, Speech Communication examines how humans use language and symbolic expression to make meanings and affect the world around them in specific cultural and historical contexts. The course thus introduces students to the theoretical bases of different approaches to understanding communication and to significant disciplinary research. It includes readings in rhetoric, interpersonal communication, multicultural, intercultural, and gender communication. In addition to studying communication in a variety of contexts, these processes can be studied in multiple ways, such as rhetorically, social scientifically, or in terms of their relation to democracy, power, social change, or inequality. Writing intensive with special emphasis on developing analytical skills, argumentative claims, and scholarly documentation. Every year. (4 credits)

11 FOUNDATIONS OF MEDIA STUDIES

This course introduces students to the intellectual roots of media studies, focusing on the theoretical bases for different approaches to the study of production, texts, and reception. It includes primary readings in anti-racist, feminist, modern, and postmodern social, political, and economic theory, as well as contemporary applications in media studies. Writing intensive with special emphasis on developing skills in critical thinking and scholarly documentation. Every year. (4 credits)

14 NEWS REPORTING AND WRITING

This class offers an introduction to writing, reporting, and news-gathering techniques associated with newspaper journalism. Readings, lectures, and discussions are applied to the coverage of events on the Macalester campus as well as to major events in the outside community—the 2002 elections, for example. The class typically meets with World Press Institute fellows and Twin Cities journalists and may serve as a springboard to internship opportunities in the media. It is taught by a Macalester graduate with more than 20 years of experience as a reporter and editor at the *Star Tribune*. Every year. (4 credits)

16 PUBLIC SPEAKING

A practical and theoretical investigation of public discourse, combining lecture, discussion, and student presentation. The course's main focus will be on practical application of principles relating to research, development, and support of ideas, organization, style, audience adaptation, and delivery.

Student exercises will cover both informative and persuasive speaking, with extensive verbal and video feedback. Every year. (4 credits)

21 INTERPERSONAL COMMUNICATION

This course is a study of communication in interpersonal relationships. The primary focus is the study and application of theories, principles, and practices of interpersonal communication. Fundamental to the course is the idea that communication and an understanding of relational phenomena and the role of the individual are means of empowerment. The course prepares students to participate in a democratic, humanistic society and to understand theoretical approaches to personal relationships. The course encourages the development of critical thinking skills required in a society that demands that people make and sustain personal relationships in a variety of contexts. This involves being able to understand one's own as well as others' communication behaviors. In addition, the course seeks to encourage students to articulate the values that are implied in relational discourse and the ethical consequences of that discourse. Every year. (4 credits)

22 SMALL GROUP COMMUNICATION

An introduction to basic forms of small group discussion, group dynamics processes, and small group decision making. The course emphasizes video analysis of group discussion, simulation of decision-making approaches, and small group theory. Students engage in three discussions of current controversial topics and analyze and evaluate video playbacks of their behavior. Ongoing research and guest speakers from outside organizations are used to discuss real-life applications of small group theory and decision making. Every year. (4 credits)

24 ARGUMENTATION

A study of the principles and practices of argument; reasoning in communication. This course examines the adaptation of logic and evidence to rational decision making and effective advocacy. Topics include argument theories, types and uses of evidence, modes of inductive and deductive reasoning, critical thinking and fallacious reasoning, and oral presentation of arguments. Students also receive instruction in computer-assisted research and argumentation. Every year. (4 credits)

26 MEDIA INSTITUTIONS

An analysis of the major forces that determine media production and distribution. Topics include the political economy of media, ownership and government regulation, systems of power within media organizations, and the influence of advertisers on news and programming practices as well as on media access and diversity. Students will examine contemporary commercial media practices and structures in light of comparative, historical, and potential alternatives. Every year. (4 credits)

28 FILM ANALYSIS

This course introduces the aesthetics of film as well as selected issues in contemporary film studies. Its aesthetic approach isolates the features that constitute film as a distinct art form: narrative or non-narrative structure, staging, cinematography, editing, and sound. Topics in contemporary film studies that might be considered include one or more of the following: cultural studies and film, industrial organization and globalization, representations of gender and race, and theories of authorship, horror, and spectatorship. Several papers, a test covering basic film terms, and a short video project emphasizing abstract form are required. Every year. (4 credits)

30 PERSUASION

A study of processes of persuasion used in a variety of communication settings. Topics include persuasion theory, persuasive vs. informative discourse, arguments, appeals, language, and formats of persuasion, the process of motive analysis, behavioral studies or persuasion in interpersonal, small group, public, organizational, and mass media settings. Students compose, present, and evaluate their own persuasive presentations with video analysis. Every year. (4 credits)

32 COMMUNICATION AND DIFFERENCE IN THE U.S.

An examination of the ways that culture, ethnicity, and difference affect communication interactions in U.S. society. Theories and practices of culture-related communication are examined along with a range of communication contexts, including interpersonal interactions, group dynamics, and public discourse. The impact of several topics on communication practices are examined such as constructs of race including whiteness, verbal and nonverbal communication strategies, criteria for satisfying

intercultural interactions, intercultural relationships, conflict, identity development, power, privilege, inequality, education, stereotypes, and prejudice. Every year. (4 credits)

34 CULTURAL STUDIES AND THE MEDIA (Same as Humanities and Cultural Studies 37)

An overview of contemporary approaches to media as culture, a determining as well as determined sphere in which people make sense of the world, particularly in terms of ethnicity, gender, identity, sexuality, and social inequality. Students develop tools for analyzing media texts and accounts of audience responses derived from the international field of cultural studies and from the social theory on which it draws. Analysis emphasizes specificity of media texts, including advertisements, films, news reports, and television shows. Experience in cooperative discussion, research, and publication. Alternate years. (4 credits)

35 COMMUNICATIVE STRATEGIES IN JAPANESE SOCIETY (Same as Japanese 53)

This course aims at understanding communicative strategies employed by Japanese speakers. Students of Japanese language often wonder what cultural assumptions and strategies lie behind the language they are studying. In language classrooms such issues are touched upon but never fully explained in the interest of time. This course offers in-depth explorations of the interrelationship between Japanese language and society. Students will be encouraged to reflect upon their own communicative strategies. They will also read about strategies used by American English speakers as a point of comparison.

How is gender articulated in Japanese society? Is the so-called feminine speech in Japanese real? If the feminine speech is considered 'powerless,' how do women in authoritative positions speak? Problems in U.S.-Japan business and other negotiations are often reported in the popular press. How are they related to how people in each country communicate with one another? Japanese people are supposed to be 'polite.' How, to whom, and in what context do they express politeness? Are their politeness strategies markedly different from those of other countries? Students will have opportunities to explore issues such as these. No Japanese language ability required. Every year. (4 credits)

36 RHETORIC AND SOCIAL CHANGE

A study of human efforts to develop social influence and affect social change. The course illuminates rhetorical processes by focusing on the creative and strategic symbols individuals use to express dissatisfaction and win others' assent. A study of discursive and non-discursive acts generated in U.S. protest movements, including: the New Right, anti abortion, anti-feminist, anti-lynching, anti-war, civil rights, Gray Panthers, gay/lesbian rights, feminist, environmental, Red Power, migrant farm worker, and white supremacist. Students will use rationalistic, psychological, dramatistic, and narrative critical approaches in evaluating these rhetorical acts. Every year. (4 credits)

38 INTERCULTURAL COMMUNICATION

A study of theories, models, and cases of intercultural communication specifically focusing on issues and problems involved in border crossings. Theories of postcolonialism, diaspora, orientalism, and critical pedagogy are used to examine issues of immigration, assimilation and acculturation, culture shock, cultural assumptions and communication rules, basic verbal and non-verbal strategies between cultures, and problems and opportunities in intercultural communication research. Guest speakers from Asian, African, Middle Eastern, and non-U.S. western cultures are supplemented by case studies of intercultural communication. Alternate years; next offered 2002-2003. (4 credits)

40 ORGANIZATIONAL COMMUNICATION

A study of communication processes, structures, and modes in organizational context. The organization-communication interface is examined with reference to various theories of management and appropriate communication systems and techniques. Processes and problems of organizational communication are examined via video and simulation games as well as through presentations by speakers representing business, governmental, and educational organizations. An exploratory study in some aspect of organizational communication is an integral part of the course. Alternate years; next offered spring 2003-2004. (4 credits)

44 GENDER AND COMMUNICATION

A study of the theory and practice of gender-related communication in society. Topics include gender-marked or gender-biased oral discourse, the relationship between oral language and patriarchal social structure, patterns of men's and women's speech in specific social contexts, the influence of race,

class, and sexual/affectional orientations on standards of *appropriate* communication, and obstacles and strategies for female public speakers. Students engage in one group research project and two individual critical analysis projects. Prerequisite: sophomore standing. Alternate years; next offered 2003-2004. (4 credits)

48 HISTORY OF FILM, 1894-1941

This course provides an overview of the history of film up through the release of *Citizen Kane*, examining aesthetic, industrial, social, and theoretical topics in a variety of national and cultural contexts. Discussions, lectures, and screenings emphasize commercial and avant-garde styles and their determinants. What is the style now referred to as the "classical Hollywood cinema"? Why did it materialize? What alternatives were there? The course explores issues of racism and gender as well as connections between the history of film and the modernization of European and U.S. culture. Several papers are required. Prerequisite: sophomore status or permission of instructor. Alternate years; next offered 2002-2003. (4 credits)

49 HISTORY OF FILM SINCE 1941

This course provides an overview of the history of film from the early 1940s, examining aesthetic, industrial, social, and theoretical topics in a variety of national and cultural contexts. Discussions, lectures, and screenings emphasize international commercial and alternative styles and their determinants. Why and how did alternative styles develop against and within the Hollywood system? The course explores issues of racism and gender as well as connections between the history of film and postwar transformations, with particular attention to the effects on filmmaking of the Cold War in the United States and of post colonial struggles in Africa, Asia, and Latin America. Several papers are required. Prerequisite, sophomore status or permission of instructor. Communication and Media Studies 48, Film History, 1894-1941, is not a prerequisite, but students who have completed that course will be encouraged to engage in independent research. Alternate years; next offered 2002-2003. (4 credits)

50 TOPICS

The following are some of the topics courses that we have offered in the past or hope to offer in the future: Conversation Analysis, Critical Issues and Public Advocacy, Cuban Cinema, Experimental Video: 1968-1999, Global Media and the Production of Culture, Hitchcock and Gender, Lesbian and Gay Communication, Media and Popular Culture in Postwar Japan, Negotiation, Nonverbal Communication, Political Communication, Racial Formation, Culture, and U.S. History, and Rhetoric of Ethnic Minority Social Movements. Documentary Video: History, Theory, and Practice; Global Media and Cultural Production; and Rhetoric of the 2002 Election. On an occasional basis. (4 credits)

51 COMPUTER MEDIATED COMMUNICATION

This course highlights the new and modified forms of human communication that occur through the computer medium. Students will analyze the development of personal identity in a computer mediated context; implications for privacy, free speech, access, social justice, civic participation, and political power. The course emphasizes visual rhetoric and human persuasibility in a Digital Age. Students will analyze and create rhetorical discourse in a computer mediated context. Prerequisite: One of the following: Foundations of Speech Communication (Communication and Media Studies 10), Foundations of Media Studies (Communication and Media Studies 11), Public Speaking (Communication and Media Studies 16), Argumentation (Communication and Media Studies 24), Media Institutions (Communication and Media Studies 26), Persuasion (Communication and Media Studies 30), Rhetoric and Social Change (Communication and Media Studies 36), or permission of instructor. Alternate years; next offered 2003-2004. (4 credits)

54 BLACKNESS IN THE MEDIA

This course examines mainstream and alternative systems of African American representation in the media from the 1820s to the 1960s, including race records, race movies, the Black press, Black video, and Black appeal radio. It also examines the way Blackness is constructed in the media today, including the role of new media (such as cable and the Internet); new corporate formations (such as FOX, UPN, and BET), and new forms of representation (such as representations that reject the Black-White binary). Prerequisite: one of the following: Foundations of Media Studies (Communication and Media Studies 11), Introduction to Comparative North American Studies (Comparative North American Studies 10), Introduction to African American Studies (African American Studies 10),

Introduction to Humanities and Cultural Studies (Humanities and Cultural Studies 10), or permission of instructor. Every year. (4 credits)

55 ADVANCED JOURNALISM: ELECTRONIC

Writing and production of news, feature, and documentary stories for radio, television, and new media. The course stresses effective script writing and the development of a strong sense of journalistic ethics in an electronic environment. Emphasis is placed on frequent visits with practicing journalists and policy makers, on-site visits to electronic newsrooms, and field news assignments on campus and throughout the Twin Cities. Students will produce video, audio, and Internet stories. The course also examines the changing role of the media and the impact of electronic media and broadcast journalists on politics, government, education, and the legal system. Taught by a 20-year veteran print and broadcast journalist and former U.S. Senate press secretary. Prerequisite: News Reporting and Writing (Communication and Media Studies 14) or permission of instructor. Alternate years; next offered 2002-2003. (4 credits)

56 ADVANCED JOURNALISM: PRINT

In-depth reporting and writing of news, feature, and opinion pieces for newspapers and magazines. This course stresses effective writing and editing and the development of a strong sense of journalistic ethics. Emphasis is placed on field reporting on campus and throughout the community, on-site visits to newspaper newsrooms, and frequent discussions with practicing journalists, writers, and policy makers. Students will examine the changing role of print media and the impact of media and journalists on culture, politics, government, education, the legal system, and the community. Taught by a 20-year veteran print and broadcast journalist and former U.S. Senate press secretary. Prerequisite: News Reporting and Writing (Communication and Media Studies 14) or permission of instructor. Alternate years; next offered 2003-2004. (4 credits)

57 FEMINISM/REPRESENTATION/FILM (Same as Women's and Gender Studies 57)

Feminist film theory and criticism has been one of the most vital areas of film studies since the 1970s, even as concepts from feminist film studies (e.g., the gaze and psychoanalytic theories of spectatorship) have informed feminist scholarship in other fields. This course explores the history of the contributions of feminist film theory and criticism to studies in representation, from critiques of images of women through psychoanalytic poststructural approaches, cultural studies, and work in antiracist, postcolonial, and queer studies. It analyzes women's alternative film- and video-making as well as mainstream commercial films. Papers emphasizing close analysis of film texts are required, with possibilities for work in video, along with one test covering basic film terms. Prerequisite: sophomore status and one of the following: Gender and Communication (Communication and Media Studies 44), Race and Class in American Feminism (Women's and Gender Studies 10), International Perspectives on Gender, Race and Class (Women's and Gender Studies 20), Introduction to Feminist Theories (Women's and Gender Studies 25), Introduction to Lesbian and Gay Studies (Women's and Gender Studies 30), or permission of instructor. Alternate years; next offered 2003-2004. (4 credits)

59 WOMEN'S VOICES IN PUBLIC DISCOURSE

An examination of women's persuasive (rhetorical) contributions as a force in Western history and culture. The course concentrates on women's efforts to participate fully in public affairs and the social, political, religious, scientific, and rhetorical obstacles that have restricted women's access to the *polis*. Fundamental to the course is an examination of how women have used speaking, writing, and protesting in attempts to overcome such obstacles and influence public policy. Take-home essay examinations and several rhetorical analyses of significant female persuaders are required. Prerequisites: One of the following courses, plus permission of the instructor: Foundations of Speech Communication (Communication and Media Studies 10), Rhetoric and Social Change (Communication and Media Studies 36), Theories of Rhetoric (Communication and Media Studies 74), Women's and Gender History (History 22). Alternate years; next offered 2003-2004. (4 credits)

72 INTERPERSONAL/MULTICULTURAL COMMUNICATION THEORY

A study of contemporary theories and perspectives used to interpret or frame communication acts in a variety of settings including dyadic communication, interpersonal, multicultural, and small group communication, and organizational and intercultural communication. Class discussion evaluates the social use of theories and probes assumptions and values embedded within them. Prerequisite: Foundations of Speech Communication (10), Interpersonal Communication (Communication and Media Studies 21), Persuasion (Communication and Media Studies 30), Multicultural Communication

(Communication and Media Studies 32), Organizational Communication (Communication and Media Studies 40), or permission of instructor. Alternate years; next offered 2003-2004. (4 credits)

74 THEORIES OF RHETORIC

A study of classical and modern theories of rhetoric throughout Western history. The course analyzes how each theory characterizes the relationship between rhetoric and art, truth, ethics, and emotion. Course emphasizes computer-enhanced learning techniques. Prerequisite: Foundations of Speech Communication (Communication and Media Studies 10), or permission of instructor. Alternate years; next offered 2002-2003. (4 credits)

76 CRITICAL SOCIAL THEORY AND THE MEDIA (Same as Humanities and Cultural Studies 47)

Study of traditional and contemporary media theory, grounded in the humanities as well as in the social sciences. Class discussion evaluates the social uses of theories and probes assumptions and values embedded within them. A research paper allows each student to examine one theory or theoretical issue in detail. Prerequisite: Introduction to Media Studies (Communication and Media Studies 11), Introduction to Humanities and Cultural Studies (Humanities and Cultural Studies 10), or permission of instructor. Alternate years; next offered 2003–2004. (4 credits)

88 ADVANCED TOPICS SEMINAR

Advanced examination of an area of communication research related to the scholarship of the seminar leader. Topics will vary, but every two years at least one seminar will be offered in interpersonal/multicultural communication, rhetoric, and media or film studies. Students review exemplary scholarship, complete an independent research project, and also present their research during the Communication and Media Studies Capstone Conference, held each semester. Enrollment limited to 12 students. Recent seminar topics have included: Advanced Film Analysis; The Future of Organizations; Multiculturalism, Communication, and Higher Education; Postmodernism, Identity and the Media; Whiteness and the Media; and Women and Rhetoric. Planned for 2002-2003 are Multiculturalism, Communication, and Higher Education; Rhetoric and Politics; and Whiteness and the Media. Prerequisites: junior or senior standing, and at least one intermediate or advanced course in the area of the topic, or permission of instructor. Every semester. (4 credits)

95 TUTORIAL

An intensive schedule of reading and discussion with the instructor on a subject of mutual agreement. Prerequisite, permission of the instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

For the advanced student capable of independent study and the production of original work. Prerequisite, normally junior or senior standing and permission of the instructor. Every semester. (1-4 credits)

97 INTERNSHIP

The department offers a variety of internships in educational, business, and governmental institutions. Internships sponsored by department faculty are available only to juniors and seniors who have completed a Communication and Media Studies minor or the equivalent and must be grounded in previous coursework. Normally, internships are graded pass/fail. Exceptions to this policy permitting a letter grade may be made at the discretion of the individual faculty member sponsoring the internship. Internships may be of variable credit as determined by the instructor, and up to four credits may be applied to the department major. Offered every semester. (1-4 credits)

98 PRECEPTORSHIP

Work in assisting a faculty member on a varied range of activities involved in the planning and teaching of a course. Duties usually include course attendance, library research, test correction, conducting group study sessions, and tutoring individual students. Normally available only to juniors and seniors who have taken the course they will precept and have received permission of the instructor. Offered every semester. (4 credits)

Practicum Credit in Debate and Forensics

All debate and forensics activities are open to all Macalester students. One semester credit is earned upon satisfactory completion of one semester of practicum experience. A maximum of four semester credits may be earned through debate and forensic activities. For majors, no portion of these credits may substitute for one of the ten required courses. Offered every semester.

205 PRACTICUM IN FORENSICS

Credit may be earned by participating in several forensic tournaments or by extensive participation in the public audience symposium program or mock trial competitions. Offered every semester. (1 credit)

Comparative North American Studies

Full Time Faculty: Karin Aguilar-San-Juan# (Comparative North American Studies), Kendrick Brown (Psychology), Diane Glancy# (English), Galo Gonzalez# (Spanish, Acting Director), Duchess Harris (African American Studies and Political Science), Leola Johnson (Communication and Media Studies), Mahnaz Kousha# (Sociology), Sonita Sarker# (Women's and Gender Studies), David Chioni Moore (English), Anthony Pinn (Religious Studies), Peter Rachleff (History), Dale Shields (Dramatic Arts and Dance), Clay Steinman# (Communication and Media Studies), James Stewart# (History), Jack Weatherford (Anthropology)

Part Time Faculty: Mahmoud El-Kati (History), Roxane Gudeman (Psychology), Sowah Mensah (Music), David Sunderland (Spanish)

Members of the Steering Committee

Comparative North American Studies is designed to provide well-structured opportunities for students to gain insights into the histories and cultures of specific American racial and ethnic minorities set in the context of shifting cultural boundaries across the North American landmass. It also requires students to balance such investigations with comparative studies that offer systematic analyses of race and ethnicity as academic questions in and of themselves. The program defines itself around three closely related areas of study—

(1) the historical, sociological, religious, anthropological, political, cultural literary and artistic study of specific ethnic and racial groupings in the United States; (2) the comparative study of such groupings and (3) the constructions of race and racism and their roles in shaping identity, politics and commercial and non-commercial culture.

Courses approved for program credit are listed below. A list of any additional courses may be obtained from the Registrar or from the Director. To qualify for inclusion in the program, sixty percent of the content of a course must be devoted to the study of the histories and cultures of specific American racial and ethnic minorities or of systematic analyses of race and ethnicity.

General Distribution Requirement

Courses approved for the minor in Comparative North American Studies but offered through other departments count toward the general distribution

requirement as approved by those departments. Courses offered directly by Comparative North American Studies do not count toward any distribution requirement.

Diversity Requirement

The courses offered by Comparative North American Studies which satisfy the domestic diversity requirement are 10: Explorations of Race in Contemporary America, 45: Living on the Edge: The Asian American Experience, 46: Community and Identity in Asian America, 50: U.S. Urban Landscapes, 1945-2000, and 88: Senior Seminar: Race, Identity and Social Movements.

Minor Concentration

The minor concentration in Comparative North American Studies consists of at least seven courses including Comparative North American Studies 10: Explorations of Race in Contemporary America, Comparative North American Studies 88: Senior Seminar: Race, Identity and Social Movements and five courses drawn from a list of the approved courses (see below). At least one course must be drawn from Group A and at least one course must be drawn from Group B. A maximum of three courses from any one department may be listed on a minor plan.

Each interested student must present an application for acceptance into the program to a member of the Steering Committee. If the Steering Committee member agrees to take the student as an advisee in the program, the proposal will be forwarded to the Steering Committee as a whole for consideration. The application must include a structured sequence of courses (introductory, intermediate and advanced) organized around a specific intellectual theme. Courses listed on the student's other concentration plan(s) may not be listed on this minor plan. When possible, the minor will complement and enrich each student's major area of study. Initial application should be made a month before the student registers as a first semester junior. Approval must be secured no later than drop/add deadline for the student's first semester as a junior. No *ex post facto* minors will be permitted.

COURSES

10 EXPLORATIONS OF RACE IN CONTEMPORARY NORTH AMERICA

As an entry in the Comparative North American Studies Program, this course introduces four themes as key features of contemporary U.S. culture: race, racial difference, racial inequality and racial justice. Comparing the experiences of various U.S. racial groups, we will tackle several important questions. When does focusing on race make someone racist? What are the historical and sociological foundations of race and racial difference? Under what conditions does racial difference translate into racial inequality? Course materials emphasize race wile illustrating that race competes with other social categories—particularly ethnicity, class, gender and sexuality—to define everyday life. Spring semester. (4 credits)

45 LIVING ON THE EDGE: THE ASIAN AMERICAN EXPERIENCE

The Asian American experience will be used to examine the role of cultural heritage in how one views oneself, one's own ethnic group and the dominant culture. This interdisciplinary course consists of experiencing the art, reading the literature and history, discussing the current issues of several Asian American communities. Topics include the role of women, stereotype, racism and assimilation. Every year. (4 credits)

46 ASIAN AMERICAN COMMUNITY AND IDENTITY(Same as Sociology 46)

This intermediate Comparative North American Studies course traces the bold strokes of the interdisciplinary field of Asian American Studies field by revisiting two key issues—"community" and "identity"—as they appear in selected Asian American works. Three key questions shape the course: Who is Asian America? Where is Asian America? Why do community and identity matter? Chosen for their various approaches to current themes in Asian American life, course materials contain both implicit and explicit arguments about community and identity in contemporary Asian America. These arguments shed light not only on multiple aspects of the Asian American experience, but also on conflicting and simultaneous trends within the field of Asian American Studies. Prerequisite: Comparative North American Studies 45 or permission of instructor. Every year. (4 credits)

50 TOPICS

Occasional and often experimental courses focusing on special topics of interest to faculty and students.

88 SENIOR SEMINAR: RACE, IDENTITY AND SOCIAL MOVEMENTS

This course offers a theoretical framework with which to explore the impact of race and identity politics on contemporary movements for social change. This course examines various depictions of social movements as well as different facets of organizing within Asian American, Chicano/Latino and other race-based communities. By drawing on contemporary theories of social movements, we will ask: What does racial justice look like? What constitutes activism in race-based communities? How have the goals of social change shifted over time? Making comparisons across race and identity will help to suggest new ways of thinking about activism and resistance in contemporary U.S. society.

This course offers readings, lectures, video screenings, written assignments and in-class activities purposefully chosen to sharpen your tools of sociological analysis. Moreover, the course is meant to encourage the development of your own thoughts around activism and resistance within and beyond racial borders in tandem with your synthesis of the course materials. Prerequisite: Comparative North American Studies 10 or permission of the instructor. Spring semester. (4 credits)

96 INDEPENDENT STUDY

Closely supervised independent study with a faculty member. Students may explore, through reading and writing or independent research, an area of knowledge not available through regular course offerings. Prerequisite, successful completion of Introduction to Comparative North American Studies and permission of a faculty member on the Comparative North American Studies Steering Committee. Every semester. (4 credits)

97 INTERNSHIP

Prerequisite, successful completion of Introduction to Comparative North American Studies and permission of the faculty sponsor (who must be a member of the Comparative North American Studies Steering Committee). Every semester. (4 credits)

98 PRECEPTORSHIP

Preceptors assist Comparative North American Studies faculty in planning, organizing and teaching courses. A preceptorship may not be counted toward a Comparative North American Studies minor. Prerequisite, permission of the faculty member and previous completion of the course. Every semester. (4 credits)

COURSES APPROVED FOR THE COMPARATIVE NORTH AMERICAN STUDIES MINOR

Group A

African American Studies
88 Senior Seminar

Anthropology
54 Peoples and Cultures of Native America

Communication and Media Studies
54 Blackness and the Media

Comparative North American Studies
45 Living on the Edge: The Asian American Experience
46 Community and Identity in Asian America (Also Sociology 46)
50 Topics: The Family as History: The Stories of Latinos in the U.S. (Also Spanish 55)

Dramatic Arts and Dance
52 Feminist Theatre(s)
53 African American Theatre

Economics
50 African Americans and Economics

Education
57 Race, Culture and Ethnicity in Education

English
50 Asian American Writers
77 Native American Literature
76 African-American Writers

History
24 African American History: Slavery, Emancipation & Reconstruction
45 The Black Experience since World War II
47 Sports in the Afro-American Community
49 African Americans & the Transformation of the City, 1890–1945
50 Topics: Frederick Douglass and His Times

Music
57 Jazz and Social Issues

Political Science
50 Topics: Black Public Intellectuals
50 Topics: Modern African American Political Movements

Psychology
88 African American Psychology

Religious Studies
28 African American Religions
29 Black Christian Churches in the United States
36 Black Religious Thought I: 1829–1915
37 Black Religious Thought II: 1915–1993
50 Topics: Asian American Religions
53 The Religious Thought of Martin Luther King, Jr. and Malcolm X

Sociology
46 Community and Identity in Asian America (Also Comparative North American Studies 46)

Spanish
55 The Family as History: The Stories of U.S. Latinos (Also Comparative North American Studies 50)

Women's and Gender Studies
50 Topics: African American Women's History
89 Contemporary Black Feminist Theory

Group B

Communication and Media Studies
32 Communication and Difference in the U.S.
50 Topics: Racism and the U.S. Media
50 Topics: Racial Formation, Culture and U.S. History

Comparative North American Studies
50 Topics: Racial Formation, Culture and U.S. History

History
50 Topics: Racial Formation, Culture and U.S. History

Political Science
42 Race, Ethnicity, and Politics
88 Critical Race Feminism

Psychology
38 The Psychology of Pluralism
50 Topics: Psychology of Prejudice
76 Understanding and Confronting Racism

Computer Science

See Mathematics and Computer Science

Dramatic Arts & Dance

Full Time Faculty: Beth Cleary (Chair), Sears Eldredge, Becky Heist, Daniel Keyser, Dale Shields

Part Time Faculty: Djola Branner, Judith Howard, Trudy Monette, Becky Stanchfield, Sharon Varosh

Dramatic Arts

To study theatre in a liberal arts environment is to participate in the personal and collective quest for identity and meaning. We believe both our class work and our performances are a laboratory for examining, evaluating, and celebrating the human experience.

Students involved in the study and production of theatre are engaged in an interdisciplinary and multi-cultural learning experience. To “get inside” the works of dramatists as diverse in time, place and spirit as Shakespeare, Brecht, Zeami, Fornes, Sophocles, Churchill, Fugard, etc., means to ask oneself to enter into their vision, wrestle with their thoughts and feelings, understand their cultural context, and imagine their worlds into being. Learning how to use your intuitive and imaginative abilities is as important as cultivating your analytical and research skills. And all of these are valuable learning strategies to acquire whether you devote your life to the theatre or not.

Wanting to create theatre requires vision, knowledge, and discipline. To that end the dramatic arts curriculum has been developed to encourage the student’s analytical, critical, and theoretical thinking as well as their imaginal, emotional, and technical training necessary for artistic theatrical performance. While we are not a conservatory program, we do provide a solid foundation in theatre for students who wish to pursue their theatre studies in a graduate program or professional school.

Participation in theatrical productions at Macalester is available to all students at the college, whether they major in dramatic arts or not. Open auditions are conducted for productions at the beginning of each semester and technical positions are filled from a combination of experienced and inexperienced students who are willing to gain the requisite skills necessary to accomplish the tasks. Any non-major student working on a production may receive theatre

practicum credit if he/she fulfills the basic requirements (see course listings). Because of the unique collaborative and experiential nature of this art form, all majors and minors in the program are required to work on, or participate in, one mainstage production a semester while in residence.

Dance Program

The dance program emphasizes an interplay of the intellectual, physical, and emotional faculties found within each individual. Opportunities to gain technical skills, learn the art of performing, study the craft of choreography, engage in critical analysis, and experience working with others toward a common goal are offered within the curriculum.

The program welcomes all students whether they have had several years of training or little previous experience. Each individual chooses the extent to which he or she becomes involved.

The Macalester Dance Ensemble is an organization committed to increasing student performance, as well as choreographic and leadership skills. This student performing group is formed through fall auditions and presents two concerts each year. The performances feature work choreographed by students, faculty and guest artists.

The dance minor is designed to develop a student's expertise in a variety of movement styles, as well as educate the student in a comprehensive study of dance as an art form. The minor requires a general understanding of music, knowledge of the anatomy of the human body and how it functions, an ability to recognize and analyze differing choreographic viewpoints, and a sense of confidence in the creative process.

General Distribution Requirement

Dramatic Arts courses 18, 19, 20, 21, 25, 41, 45, 51, and 55 count toward the general distribution requirement in fine arts; courses 52, 53, 62, 63, and 68 count toward the general distribution requirement in humanities.

Diversity Requirement

The courses in Dramatic Arts which satisfy the domestic diversity requirement are number 52 Feminist Theatre(s) and number 53 African American Theatre. The course which satisfies the international diversity requirement is number 68 Asian Theatres: Tradition, Continuity, and Change.

Major Concentrations

The Dramatic Arts & Dance Department offers two majors: one in Dramatic Arts and the other a combined major in Dramatic Arts & Dance. Within the Dramatic Arts major, the department offers two types of programs: a) a major area of concentration for students intending to receive a liberal arts degree and/or planning to further their education in graduate study or a professional school in theatre, b) a minor in dramatic arts for those students who wish to combine their study in theatre with a major in another area.

All majors in Dramatic Arts take a core of ten courses. This core of courses gives them a foundation in the major disciplines of theatre: history, theory and criticism; acting, directing; design and technical theatre. Each student then chooses at least one additional course in his/her area of interest. Four Theatre Practicums must be accomplished during their junior and senior years. Majors in the program also complete a senior project which combines scholarship and performance as delineated in the department handbook. Examples of this might be researching and designing scenery for a major production, playing a lead role in a major production, or directing a show for the one-act play festival as part of the regular season. Students work closely with advisors in developing and executing their senior projects. The senior major capstone requirement in Dramatic Arts is satisfied by Dramatic Arts 220 Theatre Practicum Senior Project.

Dramatic Arts Major

A Dramatic Arts major includes ten courses from within the department plus two electives from outside the department (one of which must be in dramatic literature; the other in another Fine Arts area: Dance, Music, Visual Art) which are approved by the student's advisor and the department. Required courses: 20, 25, 35, 51, 54, 62, 63, 89; one of the following: 52, 53, 68, plus at least one upper level course in an area of specialization as given below:

*Acting Emphasis**:

Mask Improvisation
Advanced Acting

*Directing Emphasis**:

Advanced Directing
Advanced Acting

Design/Technical Theatre Emphasis

Lighting Design
Advanced Lighting Design
Advanced Scene Design

History/Theory/Criticism Emphasis:

Electives in dramatic literature, history, and/or literary criticism

Majors should also consider other courses at the advanced level within the department to strengthen their area of emphasis.

*These students will also take one dance technique course in the dance program as a requirement outside Dramatic Arts.

Dramatic Arts & Dance Combined Major

The Dramatic Arts & Dance Combined Major offers a unique opportunity to students with interests in both art forms. The worlds of dance and theatre have undergone a metamorphosis, losing the sharp edges of their distinctiveness. Innovative performances are being presented in a variety of venues. The creative blending of movement, voice, text and music is emerging as a new art form. The Combined Major allows students the means to study the essence of both theatre and dance, as well as explore the ways in which they merge.

This Combined Major requires students to take twelve courses split between the two programs in the department, with two supporting courses from outside the department. The Dance portion of the major consists of the same courses as the

Dance Minor, with the addition of two level 200 dance practicums. The Dramatic Arts portion of the major consists of the following courses: 20, 25, 35 (design/technical theatre emphasis) or 40 (acting/directing emphasis), 55, 63, and 89. Also required: two level 200 theatre practicums and a senior project with an emphasis in either dance or theatre.

Minor Concentrations

Minor in Dramatic Arts

A minor in dramatic arts will consist of six or more courses in the department with 20, 25, 51, 62, 63, and one of the following: 52, 53, 68, plus involvement in theatre productions for at least four terms completed with a satisfactory rating during their junior/senior years.

Minor in Dance

The Dance Minor consists of 24 credits, including an accumulation of 8 technique and/or ensemble classes (1 credit each) and 4 academic courses (4 credits each).

1. Eight technique and/or ensemble courses. Students should contact the dance instructor for advice concerning choice of technique classes.

2. Dramatic Arts 19, 21 or 41, and Music 10. In addition, a Kinesiology course or appropriate substitute is required. Please consult the department chair for more information.

3. Supporting courses recommended are Dramatic Arts 18, 20, 25, 40, and Humanities and Cultural Studies 27.

Departmental Expectations for All Dramatic Arts Majors and Minors:

—all majors/minors will audition for the productions each semester

—all majors/minors will work on one major production each semester in residence

—all majors/minors will not perform in theatre outside the department without departmental approval

—all sophomores as they declare their major in Dramatic Arts will meet with the faculty and staff to review their program of study and their proposed area of emphasis

—all majors are required to complete a Senior Project with a satisfactory rating while in residence and before graduation (see department handbook for further explanation).

—all senior majors will undergo, before graduation, a review/critique when they have completed their senior project

Additional Training Off Campus

For those qualified majors interested in an additional conservatory-type experience, there is the opportunity to attend an excellent national or international theatre program to supplement their education at Macalester. Two examples of such programs that our students have participated in would be the London Academy of Music, Drama and Art (LAMDA), or the British American Drama Academy (BADA) - both in London, England. These programs provide semester long intensive training in theatre arts. Students who are approved for such a program of study can earn up to sixteen credits towards their major at Macalester.

Students also have the opportunity to take advantage of a number of other excellent international theatre programs to supplement their education at Macalester.

Honors Program

The Dramatic Arts & Dance department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Dramatic Arts & Dance department are available from either the department office or the Dean of Academic Programs.

COURSES

18 THEATRE ARTS: AN INTRODUCTION

An introduction to the theory and practice of theatre as a performing art. This course examines the elements of acting, playwrighting, directing, and design as well as the actor audience relationship through the experience of live performances, film/videotapes, guest lecturers, class readings, and demonstrations. Attendance at area theatre performances is an integral part of the course. The purpose of this course is to help the student gain an appreciation of role playing/performance/theatre as a basic element of culture. Acting and/or crew experience in a current production is required as a laboratory component of the course. Every year. (4 credits)

19 INTRODUCTION TO DANCE

A general study of the art of dance and its cultural contexts. Analysis of styles, performance critiquing, and ways of viewing and making works of art are studied with references made to the history of dance. Readings and class discussions are complemented by individual participation in the studio and attendance at concerts. Every spring semester. (4 credits)

20 ACTING THEORY & PERFORMANCE I

An introduction to the fundamental techniques of realistic acting. Through improvisation, physical and vocal exercises, text and character analysis, and scene studies, the student is introduced to the process of acting preparation and performance. Limited to 16 students. Every semester. (4 credits)

21 BEGINNING DANCE COMPOSITION

A study of choreography—the craft and art of making dances. The basic elements of space, time and energy are dealt with. Each student is actively involved in the creative process as choreographer and viewer. Either this course or Dramatic Arts 41 is required for a dance minor. Every fall. (4 credits)

25 TECHNICAL THEATRE

A demonstration of the importance of scenographic technology in the production of theatre. This course investigates the basic theories of how a design is executed, involving all aspects of theatre technology: staging methods, materials, construction, and drafting. In addition to the lectures, the class will have a studio/drafting lab once a week, plus outside class laboratory crew experience. Limited to 16 students. Every semester. (4 credits)

35 FUNDAMENTALS OF SCENE DESIGN

Study of the concepts, principles, and techniques of scene design in the modern theatre. The emphasis is on developing an understanding of what a design concept involves and how to put ideas into colors, spaces, and forms. Much of the class lectures concern how to handle theatre space and how other designers and periods in history have solved these problems. The lectures and exercises analyze the diverse materials available to the designer and the skills involved in mastering them. Prerequisite: Dramatic Arts 25 or permission of instructor. Every spring. (4 credits)

40 MASK IMPROVISATION

Mask improvisation focuses on the important performance skills of imagination, spontaneity, and improvisation. In this course the actor learns much about himself/herself as a psychophysical being and techniques for transforming himself/herself into a character. Here the actor is not dealing with a written text, but is the playwright as well as the performer. Enrollment limited to 12 students. Permission of the instructor. Every year. (4 credits)

41 INTERMEDIATE DANCE COMPOSITION

A continuation of the study of choreography. A juxtaposition of the dance elements involving more than one dancer. A look at the relationship of movement to music. Attendance at performances, followed by choreographic analysis will be an integral part of the process. Prerequisite, Dramatic Arts 21 or permission of the instructor. Every fall. (4 credits)

42 PLAYWRIGHTING

This practice-oriented course teaches the basic techniques of playwrighting. All its components, i.e. play analysis (both literature and performance), scene writing exercises, group discussion, and individual advisement, lead to the writing of each student's own play. Offered occasionally. (4 credits)

45 MAKE-UP DESIGN AND APPLICATION

This course teaches students the theory and practice of make-up design and application, through a combination of lecture, discussion, demonstration and intense application. Students independently complete an extensive research portfolio called a "make-up morgue" while learning the principles of make-up design and application in weekly classroom laboratory format. Alternate years; next offered spring 2004. (4 credits)

50 TOPICS

Topics courses focus on investigations into current questions in theatre history, dramatic literature, performance theory, or design/technical theatre. Recent topic courses have been Voice & Movement for the Actor, and Community-Based Theatre. Every year. (4 credits)

51 THEATRE PROJECTS

Theatre Projects bring together scholarship and performance to create a unique learning experience. A Theatre Project is based on subject matter suggested by the script chosen for production (i.e., an investigation of a particular historical period and its performance style, an examination of an important issue raised by the text, a deconstruction or recontextualization of a given script to reveal its contemporary relevance, etc.) or is the basis for the development of an original theatre piece. Students are involved in both research, and rehearsals. An important aspect of the course will be an evaluation of the subject matter gained through the subjective and objective methods of investigation involved in the project. In addition, students are expected to sign up for a one-credit practicum. Every year. (4 credits)

52 FEMINIST THEATRE(S)

This course seeks to define and examine Feminist Theatre by exploring the critical techniques, political positions, issues, explorations, and theatre practices of the many Feminisms. The class studies not only the written word (in plays and criticism) but also the variety of production styles, methods, and practitioners that have been labeled Feminist. Prerequisite, sophomore standing or permission of the instructor. Alternate years; next offered spring 2003. (4 credits)

53 AFRICAN AMERICAN THEATRE

This course is an overview of the development of theatre by and about Black Americans. It examines the historical, social, political, and cultural context of African-American theatre. After investigating the

roots of African-American theatre in African culture, performance modes, and social values, it focuses on a study of plays written by Black Americans in the 19th and 20th centuries. Prerequisite, sophomore standing. Alternate years; next offered fall 2003. (4 credits)

54 DIRECTING THEORY & PRODUCTION I

An introduction to the basic principles, skills, and methods of directing for the stage through emphasis on analysis and interpretation, director-actor communication, and stage composition. Laboratory experiences are integral to the course and consist of the in-class production of several short scenes. Prerequisite, Dramatic Arts 20, 25, 35 and junior standing or above. Permission of the instructor is also required. Enrollment limited to 12 students. Every year. (4 credits)

55 LIGHTING DESIGN

This course is an introduction to basic lighting design and the history of lighting. While emphasis is on theatre, it also teaches the lighting design of film, television, dance, opera, and environmental settings. This course is primarily an approach to lighting design, but the student will be expected to have a basic grasp of lighting hardware as well. The first aim of the course is to make the student more aware of color and light around him/her every day. Demonstrations are an integral part of the lectures. Alternate years; next offered fall 2002. (4 credits)

60 ACTING THEORY & PERFORMANCE II

Advanced work in characterization and additional acting techniques with continued focus on voice, movement, improvisation and textual analysis. A continuation of Acting Theory and Performance I, this course is designed to deepen the student's understanding of his/her instrument as well as develop an individualized working method. Included in the course is a consideration of style through scene work in other genres. Prerequisites, Dramatic Arts 20, sophomore standing, and permission of instructor required. Enrollment limited to 12 students. Every year. (4 credits)

62 HISTORY OF WESTERN THEATRE I (Beginnings to 1700)

This course provides students with the beginnings of a solid foundation in the history of Western theatre. It will focus on four interrelated areas: theatre architecture, performance theory, dramatic literature, and criticism. Major units cover the origins of theatre, the phenomenon of the 5th century Greek theatre, Roman theatre, the rebirth of the theatre in the Medieval Church, and the development of Renaissance popular and court theatres. Alternate fall semesters; next offered fall 2003. (4 credits)

63 HISTORY OF WESTERN THEATRE II (1700 to the Present)

This companion course to Dramatic Arts 62 continues the study of Western theatre history. Major units of the course focus on the French Neo-Classical theatre, the Restoration theatre in England, Romanticism and the development of theatre for the growing middle classes, the birth of Realism, and the revolts against Realism. Finally, we look at the diversity of the Contemporary theatre and question the growth and impact of Interculturalism on the theatre of the future. Recommended prerequisite: Dramatic Arts 62. Offered alternate years. (4 credits)

64 DIRECTING THEORY & PRODUCTION II

In this course the students apply the theories and principles learned in Dramatic Arts 54, Directing Theory and Production I, by preparing projects for public performance. Class time is spent on the more complex directing problems such as working with the design/technical staff, directing for different space configurations, focusing and pacing productions, and directing non-realistic styles of theatre. The class also functions as a directing clinic dealing with questions raised by the individual student directors. This course has a restricted enrollment. Prerequisites, Dramatic Arts 54, 40 or 60, senior standing, and permission of the department. Every year. (4 credits)

65 ADVANCED LIGHTING DESIGN

Continuation of Dramatic Arts 55. Meets simultaneously with Dramatic Arts 55. Emphasis will be on furthering skills and techniques used in developing lighting design concepts. Projects are more complex and require more precision in their execution. Group discussion/critiques and field trips are included. Students' final projects will be a mock United Scenic Artist Lighting Design Exam. Prerequisite, Dramatic Arts 55 or permission of instructor. Alternate years; next offered fall 2002. (4 credits)

68 ASIAN THEATRES: TRADITION, CONTINUITY, AND CHANGE

This course introduces students to the rich heritage, theories, and practices of traditional and modern Asian theatres. Asian theatres challenge us with very different concepts about the nature of the theatrical event, performance styles, and the role of theatre in society. The main study focuses on an examination of selected theatres from India, China, and Japan. A study of each country's traditional theatre requires that we understand something of the cultural context in which the specific theatre form was created: their history, religious beliefs, and social mores. An important aspect of the course is our look at the impact of Western culture and modern representational theatre on the indigenous theatrical traditions. Additional time outside of the class hours may be necessary for viewing videotapes and/or workshop sessions. Alternate years; next offered fall 2002. (4 credits)

75 ADVANCED SCENE DESIGN

Continuation of Dramatic Arts 35. Meets simultaneously with Dramatic Arts 35. Emphasis will be on furthering skills and techniques used in developing a design concept and how those design concepts are presented in three dimensional models or color renderings (paintings). A design portfolio will be the outcome of this course. Prerequisite: Dramatic Arts 35 or permission of instructor. Every spring. (4 credits)

89 SEMINAR: THEATRE AND SOCIETY

This seminar examines theatre and its relationship to society. The specific subject matter and focus of the seminar changes each year but considers such questions as: What is the purpose and function of theatre in society? How culture-specific are our theatre forms? What values are inherent in the content and context of our current theatre? How will theatre continue to speak to the need for diversity as well as community in the face of an emerging global culture? What will theatre be like in the 21st century? This course is designed for theatre majors, and examines many theoretical and critical issues through non-performance and performance research methods. Prerequisite: junior/senior standing. Every year. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Every semester. (Variable 1-4 credits)

96 INDEPENDENT PROJECT

For the advanced student capable of independent study requiring library research and/or experimental work in the theatre. Prerequisite, permission of the instructor. Every semester. (Variable 1-4 credits)

97 INTERNSHIP

The department allows up to eight credits for approved internship experiences, which may be applicable to a major in dramatic arts. Department policy is in conformance with approved college guidelines on internships which emphasize that internships will be granted only in areas in which the student has sufficient academic background and to students who are making normal progress, i.e., students not in scholastic difficulty. Internships are available to junior and senior majors with permission of the department. Every semester. (Variable 1-4 credits)

98 PRECEPTORSHIP

Work in assisting faculty in the planning and teaching of a course, precepting or tutoring. Available only to juniors and seniors with permission of the instructor and the department. Every semester. (Variable 1-4 credits)

Practicum Credit in Dramatic Arts

All theatrical production activity is open to all Macalester students. One credit may be earned by successful completion of one practicum experience. Students will sign a contract for either a 100 (non-majors only/pass-fail) or 200 (majors only/grade assigned) series practicum. Up to eight practicum credits may be earned. Students participating in productions may earn practicum credit in the following ways:

100 SERIES THEATRE PRACTICUM (non-majors only) (pass/fail)

Credit is earned by working a minimum of 45 hours during the semester on a department production. Non-majors may earn all practicum credits in one area or a combination of areas.

115 Theatre Practicum in Acting
116 Theatre Practicum in Costuming/Properties Construction
117 Theatre Practicum in Scenery/Lighting/Sound

Every semester. (1 credit)

200 SERIES THEATRE PRACTICUM (majors/minors only) (grade assigned)

The department believes that drama students should have the experience of studying and producing in all areas of theatre. Therefore, students with a major or minor concentration in Dramatic Arts are required to participate in departmental productions during the four semesters of their junior/senior years. Majors and minors are required to enroll in 216, 217, 220 and, in addition, may choose either 215 or 218.

215 Theatre Practicum in Acting
216 Theatre Practicum in Costuming/Properties Construction
217 Theatre Practicum in Scenery/Lighting/Sound
218 Theatre Practicum in Advanced Production Techniques
220 Theatre Practicum Senior Project

Every semester. (1 credit)

Dance Technique Classes

Students may earn credit for participating in dance technique classes. Each class is one credit. Students may earn a maximum of eight credits from dance technique classes towards graduation. Dance technique classes are graded S/NC.

The technique classes are offered as follows: 122, 144 & 150, fall only; 132, 244 & 250, spring only; 344, 350 & 375, both semesters.
122 Haitian Dance
132 Dance Improvisation
144 Modern Dance I
150 Ballet I
244 Modern Dance II
250 Ballet II
344 Modern Dance III
350 Ballet III

Dance Ensemble

Selected by auditions in early fall, the Ensemble members are expected to participate during both semesters as performers and technicians. Credit is earned as described above for dance technique classes. Students may register for an additional credit if they choreograph for the Spring Concert.

375 Dance Ensemble

Practicum Credit in Dance

105 Dance Practicum

Any student can receive one credit for completing a minimum of 45 hours of tech such as costuming, running crew, sound operator, or stage manager.

200 SERIES DANCE PRACTICUM (Dramatic Arts & Dance Combined Majors only) (grade assigned)

Students with a Combined Major in Dramatic Arts and Dance are required to participate in departmental productions during the four semesters of their junior/aenior years. It is expected that students will do one practicum every semester; two in Dance and two in Dramatic Arts. In addition, students are required to complete a senior project. (The senior project can be taken for one to four credits either as an Independent Study or as fulfilling the 208 Dance Practicum Senior Project requirement.)

205 Dance Practicum in Costuming/Sound/Lighting
206 Dance Practicum in Production Assistance
207 Dance Practicum in Performance
208 Dance Practicum Senior Project
Every semester. (1 credit)

Economics

Full Time Faculty: Karl Egge, J. Peter Ferderer, Gary Krueger, Karine Moe, Raymond Robertson, Vasant Sukhatme (Chair), Sarah West

Part Time Faculty: T. Jeffery Evans

Mellon Post-doctoral Fellow: Robert Kozlowski

Managing Editor, The Journal of Economic Perspectives: Timothy Taylor

The purpose of the department of economics is to develop basic analytical skills which contribute toward the understanding of our own and other economic systems, which serve as a valuable foundation for advanced studies in the fields of economics, business and law, and which are necessary for making sound decisions in business or government careers.

Career Paths

The curriculum is designed both to meet the needs of those students who are preparing for advanced study in graduate and professional schools as well as those who, upon graduation, intend to start a career, nationally or internationally, in business, government or public service. The optimal choice of electives, both in the department and outside of it, will differ depending on the direction in which the student is aiming. The department publishes a brochure (Career Paths) designed to help students make this choice. Students are urged to consult this brochure and discuss it with their departmental advisor before deciding on their major plan.

Program in Agricultural Economics

In 1977, with the help of a grant from Cargill Inc., a program in agricultural economics was established, designed to introduce students to the economics of agriculture and development. Under this program, several courses have been developed creating the opportunity to study the economic forces at work in the agricultural sector, both in the United States and other advanced countries as well as in the low income countries of the world.

In addition, the program also sponsors student internships as well as visits of distinguished academicians, public policy makers, and business persons working in the field of agricultural economics and economic development.

Internship Program

The department actively collaborates with the Internship Office in creating off-campus internships, mostly with Twin Cities business firms. In some internships students receive payment for their work as well as academic credit.

The Bureau of Economic Studies

The Bureau provides support for faculty and student research. It sponsors visiting speakers and provides various means of contact between the college and the Twin Cities business community. It publishes a series of occasional papers and sponsors a student-run and student-edited *Journal of Economics*.

Honor Society

Outstanding academic achievement makes students in economics eligible for membership in Omicron Delta Epsilon, a national honor society in economics.

Study Abroad

The department actively collaborates with the International Center in creating opportunities for study abroad.

Economics Laboratory

A computer laboratory adjacent to department offices, one of the first on campus, is used for econometrics and other economics courses as well as by students working on individual projects. The lab is equipped with 21 iMac computers, new in 2000/2001, with specialized spreadsheet and statistical software; computers are connected to the campus information network, through which students may also make use of internet resources.

The Journal of Economic Perspectives

The Journal of Economic Perspectives is published quarterly by the American Economic Association. The journal's mission is to communicate recent developments across the many specialized fields of economics. The journal has a worldwide circulation of 20,000 individual economists and 5,000 library and institutional subscriptions, making it the most widely circulated journal in academic economics.

General Distribution Requirement

All courses in the economics department count toward the general distribution requirement in social science with the exception of courses in investments and accounting (10, 13, 33) and courses in the 90s.

Diversity Requirement

Courses which satisfy the international diversity requirement are those numbered 23, 25, and 35. The course which satisfies the domestic diversity requirement is 26.

Major Concentration

The major concentration in economics requires a minimum of eight courses within the department plus the department's capstone experience and two required courses in mathematics. Required courses for the major are Economics 13, 19, 41, 51, and 61. In addition, the major requires a minimum of three elective courses: one course at the 20s level plus two courses above that level, at least one of which must be in the 50s or above. Math courses required for an economics major are Math 14 (Data Analysis and Statistics) or 27 (Elementary Statistics) and Math 21 (Calculus I), neither of which may be taken on an S/D/NC ("Pass/Fail") basis.

Topics Courses

Topics courses, which by college convention carry the number 50, may be taught at all levels of difficulty. Those for which only Economics 19 is prerequisite are the equivalent of 20s level courses for purposes of fulfilling the major requirements. Those for which a 20s level course is prerequisite are the equivalent of 30s level courses. Those for which Econ 51, 61, and/or 41 are prerequisite are generally classified as the equivalent of 50s, 60s, or even 70s level courses. Information on these classifications is included in Topics course descriptions or may be obtained from the department chairperson.

Capstone Experience

The capstone experience requirement in economics may be satisfied by any *one* of the following: (a) an approved course in the 70s; (b) an approved Topics course; (c) an independent project that includes a major paper; or (d) an honors thesis. (This capstone experience is *in addition to* the eight courses within the department required for the major and is to be undertaken during the senior year.)

Core Concentration

The core concentration in economics requires a minimum of six courses within the department and six supporting courses outside the department meeting the approval of the department chair and including Math 21 (Calculus I). Math 21 may not be taken on an S/D/NC ("Pass/Fail") basis.

The following three courses within the department are required: 19, 51, 61. The minimal number of three electives is subject to the following constraints: a) one must be in the 20s; b) neither of the other two may have a number below 30 and only one of them may have a number in the 90s.

Topics courses, carrying the number 50 by college-wide convention, will receive their departmental classification with respect to the core requirements at the time they are announced.

Course Numbering

The logic behind the departmental numbering of courses is as follows: courses in the 10s have no prerequisite; courses in the 20s have Economics 19 as the sole prerequisite; courses in the 30s and 40s have prerequisites other than 19 (and sometimes 19 as well) but not 51 or 61. The 50s category (apart from Topics courses numbered 50) contains Economics 51 (Intermediate Microeconomic Analysis) and applied courses which have 51 as a prerequisite; the 60s category contains Intermediate Macroeconomic Analysis (Economics 61) and applied courses which have 61 as a prerequisite; courses in the 70s are advanced courses, usually requiring both 51 and 61 as prerequisites. The category of 90s is reserved for special projects. Again, at least one course in the 20s should be taken before 41, 51, and 61.

Honors Program

The Economics department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Economics department are available from either the department office or the Dean of Academic Programs.

COURSES

10 INVESTMENTS

The primary goal of this course is to enable students to become informed and intelligent investors in the area of stocks, bonds, and mutual funds. We will also attempt to answer the question: Is it possible to predict changes in stock prices or are they determined only by random events? Other topics covered include ethical investing, international investing, and green investing. Emphasis will be on group learning, oral presentations, and the case study approach. This course is intended for non-Economics majors and does not count for credit toward an Economics major. Every spring. (4 credits)

13 FINANCIAL ACCOUNTING

Accounting is the language of business. One of the objectives of this course is to learn that "language." The emphasis will be on understanding financial statements both for profit and non-profit organizations. International accounting, ethics and investment decisions are also covered. This course is designed for students who desire an understanding of the elements of accounting as a component of a liberal arts education as well as for those who would like to study further in accounting or business. No prerequisite. Every semester. (4 credits)

19 PRINCIPLES OF ECONOMICS

A one-semester introduction to the basic tools of micro- and macroeconomic analysis. Microeconomics deals with consumers, firms, markets and income distribution. Macroeconomics deals with national income, employment, inflation and money. No prerequisite. Every semester. (4 credits)

21 INTRODUCTION TO INTERNATIONAL ECONOMICS

This course explores the theoretical foundations and empirical realities of international trade flows, commercial policies (tariffs, quotas, etc.) and international finance. The course emphasizes the welfare implications of international trade and commercial policies and links these to discussion of disputes over international trade agreements. The international finance portion of the course covers the foreign exchange market, balance of payments analysis and an introduction to open economy macroeconomics. Recommended for students majoring in international studies. Prerequisite, Economics 19. Every year. (4 credits)

22 ENVIRONMENTAL ECONOMICS AND POLICY (Same as Environmental Science 22)

This course analyzes the economics of public policy toward the environment. It examines the problem of market failure in the presence of externalities and public goods, and considers policy responses to these market failures, including command-and-control regulations, tax and subsidy incentives, and marketable pollution permits. These policies are examined in the context of, for example, urban air pollution, ozone depletion and global warming, water pollution, municipal and hazardous waste, threats to biodiversity, and economic development. Particular attention is paid to methods of quantifying the benefits and costs of environmental protection. Prerequisite, Economics 19. Every year. (4 credits)

23 ECONOMIC RESTRUCTURING IN LATIN AMERICA

This course uses economic principles to examine the transition from Import Substitution Industrialization to trade liberalization in Latin America. The goal of the course is to understand the economic antecedents to free trade as well as the resulting impact on workers and resource allocation. The course also addresses peripheral aspects of economic restructuring, such as the drug trade, migration, and the maquiladora industry. Next offered 2003–2004. (4 credits)

25 COMPARATIVE ECONOMIC SYSTEMS (Same as International Studies 25)

This course examines the workings of economic systems from the perspective of the incentives facing the firm and consumer. The course provides an introduction to the economics of information and organization which is used to evaluate resource allocation under the specific institutional environment of different economic systems. Our understanding of the incentive system is then used to evaluate the overall economic system. The focus of the course is primarily on the U.S. economy, Japan and the former Soviet Union/Russia. As time permits the course may examine China, Germany and Central Europe. Prerequisite, Economics 19. Offered spring 2003. (4 credits)

26 ECONOMICS OF GENDER

This course uses economic theory to explore how gender differences lead to different economic outcomes for men and women, both within families and in the marketplace. Topics include applications of economic theory to 1) aspects of family life including marriage, cohabitation, fertility, and divorce, and 2) the interactions of men and women in firms and in markets. The course will combine theory, empirical work, and analysis of economic policies that affect men and women differently. Prerequisite, Economics 19. Next offered 2003–2004. (4 credits)

27 ADAM SMITH AND KARL MARX

The objective of this course is to study the lives and the original writings of two of the most important scholars in the history of economic thought. Adam Smith, the patron saint of laissez-faire capitalism, was the founding father of modern economics, as well as the intellectual predecessor of Marx. Marx's historical and political vision embraced an equally large panorama. Prerequisite, Economics 19. Alternate years; next offered spring 2004. (4 credits)

33 MANAGERIAL ACCOUNTING

Planning is the key to business success. How do firms plan for the future? Setting objectives and budgets. Evaluating and rewarding employee performance. Controlling inventory, cash budgeting, and capital budgeting. Extensive use of case studies and group work. Prerequisite, Economics 13 or instructor's permission. Offered spring 2003. (4 credits)

35 ECONOMICS OF THE TRANSITION (Same as International Studies 35)

This course surveys the theoretic and empirical literature on Soviet-style central planning and the transition to a market economy. The economic history of central planning is examined with emphasis on the experience of the Soviet Union and its variants in Eastern Europe and China. The tool of analysis is the branch of economics known as the economics of organization and information, which will be used to analyze the operation, strengths, and limitations of central planning. The legacy of central planning forms the backdrop for an examination of the transition to a market economy. Prerequisites, Economics 19 and one 20s level Economics course; Economics 21 or 25 are recommended. Alternate years; next offered fall 2003. (4 credits).

36 CAPITAL MARKETS

The structure, operation, regulation and economic role of financial markets and institutions; fundamental security analysis and present-value techniques; forecasts of earnings and analysis of yields on stocks and bonds; the portfolio theory and characteristic lines, betas and mutual-fund ratings; futures and options markets. Prerequisites, Economics 13 and 19. Every year. (4 credits)

41 INTRODUCTION TO ECONOMETRICS

This course investigates the methods economists use to test theories and conduct economic forecasts. This course will provide the student with the ability to design, conduct, and evaluate empirical work in economics and other social sciences. The primary focus of the course is on the final project that consists of a research paper that will integrate library research, economic theory, and econometric analysis. The course will take a "hands on" approach as much as possible with weekly use of the microcomputer in class. Prerequisites, Economics 19, any Economics course in the 20s, Math 14 or 27, and Math 21. Every semester. (4 credits)

50 TOPICS

Topics courses offered in recent years have included: Farm and Food Policy: Topics in Agricultural Economics; Law and Economics; Economics of Higher Education Policy; and African Americans and Economics. Information on topics courses to be offered in 2002–03 may be obtained from the Registrar or the department office. (4 credits)

51 INTERMEDIATE MICROECONOMIC ANALYSIS

Methodology of economic science; theory of consumer behavior; theory of the firm; market structure and price determination; factor markets and income distribution; general equilibrium analysis. Prerequisites, Economics 19, any Economics course in the 20s, and Math 21. Not open to first-year students except by permission of the instructor. Every semester. (4 credits)

57 FINANCE

This course concentrates on developing and applying economic principles to the decision making process of the firm. Typically the course is taught from the viewpoint of the financial manager of a firm (profit or non-profit). Traditional corporate finance topics will be covered, including: cash flow management, sources of capital, capital budgeting, cost of capital, and financial structure. Recent theoretical developments in the capital asset pricing model and portfolio theory also will be examined. Actual case studies of financial decision making often are included in the course. Prerequisites, Economics 13, 41 and 51. Every year. (4 credits)

58 ENTREPRENEURSHIP: NEW VENTURES

This course focuses on starting up new businesses. From how to write a business plan to analyzing marketing and finance alternatives, the emphasis is on discovering the common elements in successful, new ventures. Typically a theme for a particular year's class is employed. An analysis of research in entrepreneurship in new ventures is an important element of the course. Guest speakers, student team projects and presentations, and analyses of case studies also are used. Prerequisites, Economics 13 and 51. Offered spring 2003. (4 credits)

61 INTERMEDIATE MACROECONOMIC ANALYSIS

This course develops in detail theories of the determination of national income, employment and the price level. The foundations and mechanics of neo-classical and Keynesian models of the aggregate economy are studied and modern syntheses of these approaches are explored. Considerable attention will be paid to current behavior of the national economy. Prerequisites, Economics 19, 51 (or permission of the instructor), and Math 21. Every semester. (4 credits)

71 PUBLIC FINANCE

This course examines government taxation and expenditures. It relies on theoretical and empirical research to explore how government affects the allocation of resources and the distribution of income. The first portion of the course considers taxation in the presence of externalities and public goods and analyzes the effect of social security, unemployment insurance, and social welfare programs on labor supply, savings, and government revenue. The second portion focuses on models to estimate the distributional burdens of taxation, theories of optimal commodity and income taxation, and incentives for investment by firms. Prerequisites, Economics Econ 41, 51, and 61. Alternate years; next offered 2002–2003. (4 credits)

72 THEORY OF INTERNATIONAL FINANCE

This is a course in open economy macroeconomics and international finance. Special emphasis is placed on the causes and consequences of the international financial system's evolution. The four major international monetary regimes of the twentieth century—the classical gold standard, the interwar gold-exchange standard, the Bretton Woods System, and the floating-rate dollar standard—are explored in chronological order as well as attempts at monetary union in Europe. Topics examined include: 1) exchange rate determination, 2) balance of payments, 3) macroeconomic adjustment, and 4) international monetary institutions. Case studies are used extensively. Prerequisites, Economics 51 and 61. Every year. (4 credits)

73 LABOR ECONOMICS

This course uses theoretical and empirical research to examine the economics of work from both the point of view of the firm and the worker. Economic tools will be used to analyze some of the important issues relevant to labor economics, such as labor force participation, the division of labor within the household, occupational choice, investments in education, minimum wage legislation, wage elasticities, employment-hours tradeoff, labor market discrimination, unions, and job search. Prerequisites, Economics 41, 51, 61. Every year. (4 credits)

74 ADVANCED ECONOMETRICS

This course will introduce advanced topics in applied econometrics. Among other topics, it will examine limited dependent variable models, vector autoregression and advanced time series techniques, simultaneous equations models and the econometrics of panel data estimation. Although the emphasis will be on applied work, the course will also examine the underlying mathematical structure of these estimation methods. Prerequisites: Economics 41, 51, 61 and Math 21 and 36, or consent of instructor. Alternate years; next offered 2002–2003. (4 credits)

76 SELECTED TOPICS IN MICROECONOMICS

This course will extend the subject matter of Intermediate Microeconomics, considering both theory and selected applications in four broad areas: (1) Extensions of the theory of choice to considerations of risk and uncertainty, the expected utility hypothesis, and the economics of information; (2) Extensions of the competitive market model to examine the supply of exhaustible resources, airline regulation and deregulation, and rent controls; (3) Extensions of simple, undifferentiated oligopoly theory to examine product differentiation, game theory, and contestable markets; and (4) Extensions of the theory of factor markets to study discrimination in the labor market, the negative income tax, and the incidence of the social security payroll tax. Prerequisites, Economics 51 and 61. Alternate years; next offered 2002–2003. (4 credits)

77 SELECTED TOPICS IN MACROECONOMICS

This course extends the subject matter of Intermediate Macroeconomics. It focuses on theoretical and empirical issues related to: 1) long-run economic growth, 2) equilibrium business cycle models, 3) the macroeconomics of imperfect competition (i.e., "New Keynesian" economics), 4) the macroeconomic policy debate, with emphasis on the application of game theory to monetary policy analysis, and 5) open economy macroeconomics. Prerequisites, Economics 51 and 61. Alternate years; next offered 2002–2003. (4 credits)

78 ECONOMICS OF PUBLIC POLICY

This course examines the role of economics in the adoption, implementation, and evaluation of public policies, focusing primarily on microeconomic policies: the provision of public goods, regulation, subsidization, and taxation. The course has two parts. The first deals with the use of economic theory in understanding and evaluating government policy decisions. Topics include the philosophical foundations of economic policy analysis, the rudiments of program evaluation techniques (including benefit-cost analysis), the rational actor approach to studying democratic decision-making processes, and the connections of the economic consequences of a program to its political support and opposition. The second applies these concepts to study several aspects of public policy, including budgeting, environmental protection, monopoly regulation and antitrust, income distribution programs, resource management, and/or international trade. The course is writing intensive as well as quantitative. Prerequisites, Economics 51 and 61. Alternate years; next offered 2002–2003. (4 credits)

79 INTERNATIONAL ECONOMIC DEVELOPMENT

This course will apply the tools of economic analysis to gain an understanding of economic development problems and their solutions. Patterns of economic development in a historical and dynamic context will be examined. The central role of agriculture and the problem of technological change in agriculture will also be examined. Other topics will include neo-classical growth models, domestic and international economic policies, international trade, foreign aid, external debt, technology transfer, rural-urban migration and income distribution. Prerequisites, Economics 41, 51, and 61. Every year; next offered fall 2002. (4 credits)

88 SENIOR HONORS SEMINAR

Required of all seniors participating in the departmental honors program, the seminar is designed to meet three objectives. First, it provides a structure for communicating departmental expectations to the student. This includes instruction on literature survey, data analysis, manuscript organization, and style. Second, the seminar provides a venue for sharing perspectives about research methodology. Third, the seminar will structure students' independent research by establishing common deadlines and monitoring progress. Taught jointly by department faculty under direction of a designated coordinator. Prerequisites: Economics 41, 51, 61 and permission of the instructor. S/NC grading only. Every fall. (2 credits)

96 INDEPENDENT PROJECT

Further study in fields of special interest. Readings, conferences, field work, reports. Prerequisites, Economics 51, 61, and permission of the instructor. Every semester. (4 credits)

97 INTERNSHIP

Work that involves the student in practical off-campus experiences with business, government, and non-profit organizations. S/NC grading only. Prerequisites, Economics 51 and permission of the instructor. Every semester. (1 to 4 credits)

98 PRECEPTORSHIP

Work in assisting faculty in the planning and teaching of a course and/or tutoring individual students. S/NC grading only. Prerequisites, Economics 51, 61 and permission of the instructor. Every semester. (4 credits)

Education

Full Time Faculty: Ruthanne Kurth-Schai (Chair)

Part Time Faculty: Aaron Doering, Rayce Hardy, Connie Morey, Margaret Perry, Peter Sandstrom

The Education Department, in collaboration with colleagues on campus and in the community, strives to fulfill a multifaceted mission focused on:

—providing opportunities for students to engage in the study of education as an interdisciplinary field of inquiry and advocacy;

—preparing teachers to provide social service and leadership within the contexts of culturally diverse, economically challenged urban public educational systems; and

—developing both contributions within the context of Macalester's continuing commitments to academic excellence, internationalism, cultural pluralism, and service.

As a selective liberal arts college in a resourceful urban setting, Macalester offers distinctive opportunities to fulfill this mission. The Education Department coordinates teacher education programs and provides courses and internships in educational studies that contribute to and integrate liberal studies across the disciplines. Curricular offerings provide a vibrant and challenging environment for students, faculty, and staff to pursue a wide range of interests including both public school teaching and teaching in contexts that do not require state licensing (e.g., teaching abroad, private school positions, artists-in-residence, youth development and other outreach programs, etc.). Opportunities are also provided to pursue varied dimensions of educational studies addressing pressing societal issues on local, national, and international levels (e.g., urban education, educational policy, multicultural and anti-bias education, environmental education, civic education, youth development, international education, and education-centered responses to social justice and reform imperatives).

The curriculum offered by the education department is centered in four mutually supportive themes:

Social Advocacy: John Dewey once stated, "Education is the fundamental method of social progress and reform." These words assume special significance at a time when there is widespread recognition that current social and educational policies and practices designed to fulfill the needs and aspirations of children and youth are in crisis. In response, the curriculum is designed to prepare teachers and concerned citizens who will provide social service, social vision, and social leadership-especially as these commitments advance the social, political, and educational welfare of children and youth.

Life Span Development: In order to address the needs and aspirations of young people, the education curriculum reflects current theory and research which articulates a developmental continuum of human learning, growth, change, crisis, and renewal. The study of human development is conducted in an inclusive and integrative manner, addressing patterns and processes across the domains of cognitive, affective, intuitive, social, physical, and moral growth, and throughout the age continuum from early childhood through young adulthood. Additionally, the interplay among developmental processes on personal, organizational, and societal levels is addressed.

Cultural Pluralism: The curriculum further reflects commitment to the concept of human diversity as a resource to schools and society. It is assumed that both special challenges and unique opportunities are associated with individual variations in intellectual, emotional, and physical capabilities and factors related to gender, class, race, and cultural heritage. Students are expected to assess implications of their own cultural heritage, to grow in understanding and compassion as they explore the perspectives of others, and to act upon their evolving awareness in supportive and life-enhancing ways.

Experiential Learning: The curriculum is further designed to ensure ongoing and developmentally appropriate opportunities for application, integration, and evaluation of educational theory and practice. In doing so, the curriculum promotes understanding of the dynamic and complex constellation of factors and relationships which contribute to the educational process. A developmental sequence of field experience is integrated throughout education courses as relevant to each student's academic preparation and educational interests.

General Distribution Requirement

Education 38: Educational Psychology, Education 56: Education and Social Change, Education 57: Race, Culture & Ethnicity in Education, and Education 59: Re-envisioning Education and Democracy, count toward the general distribution requirement in social science. Education 39: Philosophy of Education counts toward the requirement in humanities.

Diversity Requirement

Education 57, Race, Culture and Ethnicity in Education satisfies the domestic diversity requirement.

Teacher Licensure Programs

With an understanding that intelligent, caring, and creative teachers are crucial to the well-being of our society, Macalester College prepares students to become effective teachers across eight subject matter areas on the secondary level. The combination of sound academic standards, broad liberal education, emphasis on subject preparation and thorough grounding in the study of education as an art, science, and mission results in the development of graduates of outstanding promise as teachers. Macalester teacher education programs are approved by the Minnesota Board of Teaching and Department of Children, Families, and Learning.

Candidates preparing for teaching are counseled by an advisor in education. In addition to the general graduation requirements, candidates complete a major concentration and the professional education sequence. Upon successful completion of the program and graduation, the College recommends candidates to the State Department of Children, Families and Learning for licensure. Students may also be recommended for licensure in other states upon satisfactory completion of Minnesota teaching requirements.

Licensure programs are offered in the following areas:

Secondary (Grades 5–12): Social Studies, Communication Arts and Literature, Mathematics, Biology, Chemistry, Physics, and Earth and Space Sciences.

Students preparing for secondary teaching usually choose major concentrations relevant to their area of licensure, although some core concentrations are acceptable.

Students interested in licensing as elementary or K-12 teachers (art, music, world languages, dramatic arts and dance, ESL, special education), and those interested in teaching opportunities that do not require licensing (e.g., private schools, nature centers, artist-in-residence programs, teaching English abroad, etc.) are also encouraged to contact the Education Department.

Information concerning program procedures and detailed descriptions of each certification area is available from the Education Office.

Students potentially interested in earning a teaching license are encouraged to contact Education Department faculty as early in their academic career as possible. Early planning is helpful in designing an academic program that fully integrates the liberal arts and educational studies in an efficient and engaging manner.

It should also be noted that licensure requirements are subject to change at the discretion of state regulatory agencies. Licensure students, therefore, should remain in close contact with their Education advisor throughout their time at Macalester.

Licensure after Graduation

Persons seeking licensure who hold a baccalaureate degree from Macalester or another fully accredited college may apply for teacher education program

admission. Candidates are screened by a selection subcommittee of the Teacher Education Advisory Committee. If the candidate lacks required preparation, he or she may be required to take additional courses. Upon satisfactory completion of the professional education sequence and student teaching requirements, licensure is recommended to the Board of Teaching. Persons interested in this program should consult with the director of the Secondary Education Program.

Tuition Reduction for Macalester Alumni Completing Teaching Licensure

Macalester College students who begin preparation for teaching, prior to graduation, may apply for one semester or its equivalent (16 credits) of significantly reduced tuition.

In order to be eligible for tuition reduction, students must successfully complete at least two licensure courses and be admitted to the program prior to graduation from Macalester.

Members of the Teacher Education Advisory Committee review applications for the reduced rate and make recommendations to the appropriate administrative offices.

The tuition reduction applies only to education courses required for teacher licensure, as listed on page 127–128 of this catalog. Up to two years following graduation are allotted for completion of licensure. The courses at the reduced rate, however, must all be completed within one academic year and must be the final courses needed to complete the licensure program.

To obtain a tuition reduction application, please contact the Education Department Coordinator.

Teacher Placement

The Education Department provides a Teacher Placement Service that assists Macalester education graduates in finding teaching positions. Services provided include: (1) guiding teacher candidates through procedures for obtaining a teaching job, (2) keeping a current file of the teacher's credentials, and (3) maintaining lists of available teaching positions. The responsibilities of the graduate are: (1) paying a placement fee and compiling credentials, (2) initiating contacts with prospective employers, and (3) informing the Teacher Placement Service when a position has been obtained. Materials helpful in preparing for placement are available through the Education Department Coordinator.

Teacher Education Course Requirements

The teacher education curriculum consists of four requirement categories:

Foundation courses involve students in the study of education as an interdisciplinary and integrative field of scholarly inquiry.

Curriculum and Pedagogy courses focus on the translation of educational theory into practice. Attention is devoted to models, methods, materials, and procedures appropriate for specific age groups and subject matter areas as

required for teacher licensure. Opportunities to relate theory and practice through interaction with students and teachers in school settings are provided.

Student Teaching and Seminar is the program's culminating experience where educational theory and practice are fully integrated. Students assume full organizational, instructional, and evaluative roles in classroom settings guided and supported by college and school faculty.

Additional requirements: In addition to the required courses offered by the education department, teacher candidates are required to complete a course in developmental psychology (Psychology 28).

Education Courses Required for Secondary Licensure Programs:

38 Educational Psychology
39 Philosophy of Education
41 Education, Family and Community (2 credits)
42 Educating Exceptional Students (2 credits)
70 Curriculum & Pedagogy: Secondary (5-12)
72 Curriculum and Pedagogy: Subject Matter Literacy
Curriculum & Pedagogy: Middle School (in area of specialization; offered through the ACTC Consortium)
Curriculum & Pedagogy: High School (in area of specialization; offered through the ACTC Consortium)
84 Middle School Student Teaching & Seminar
85 High School Student Teaching & Seminar

Minor Concentration in Educational Studies

The minor concentration in Educational Studies is designed to provide carefully structured opportunities for students to engage in the study of education as an interdisciplinary field of social inquiry and advocacy. Through their participation in thematically related courses, service learning, and completion of an advanced integrative project, students are supported in their preparation for teaching and/or in exploration of issues emerging from interactions among contemporary educational systems and the broader social, cultural, historical, political, ethical, environmental, and aesthetic systems of which they are a part.

The minor concentration in Educational Studies consists of a minimum of 6 thematically related courses. Students are co-advised by one member of the Education faculty and one member of the Educational Studies Steering Committee as appropriate to the minor's integrative theme. Interested students should file a minor program plan with the Educational Studies Program Coordinator. These are then presented to the Steering Committee who will consider and act upon plans reflecting one of the following configurations:

Educational Studies: Education & Society

One course in psychological foundations of education:
EDUC 38: Educational Psychology
PSCY 28: Developmental Psychology
PSCY 37: Cognitive Psychology
[Or approved alternative]

One course in social and philosophic foundations of education:
EDUC/PHIL 39: Philosophy of Education
EDUC 56: Education & Social Change
EDUC 57: Race, Culture, and Ethnicity in Education
EDUC/POLI 59: Re-envisioning Education & Democracy
[Or approved alternative]

* 97: Internship [Or approved alternative]

A significant service learning experience offered through Education or the student's major department as appropriate to the student's integrative theme.

Two elective courses relevant to the student's integrative theme.

EDUC 88: Seminar in Educational Studies
Requires completion of an advanced project reflecting the student's integrative theme.

This minor configuration is designed to serve students interested in multi-disciplinary explorations of pressing social and educational issues on local, national, and international levels [e.g., urban education, educational policy, multicultural education, environmental education, civic education, youth development, international education, and education-centered responses to social justice and reform imperatives (e.g., gender/class/race equity)].

Educational Studies: Teaching & Learning

EDUC 38: Educational Psychology
EDUC/PHIL 39: Philosophy of Education
EDUC 41: Education, Family & Community (2 credits)
EDUC 42: Educating Exceptional Students (2 credits)
EDUC 97: Internship [Or approved alternative]

A significant service learning experience relevant to the student's teaching focus.

One elective course relevant to the student's teaching focus.

EDUC 88: Seminar in Educational Studies
Requires completion of an advanced project demonstrating the student's interest and preparation in teaching.

This minor configuration is designed to serve three student cohorts:

a) Students interested in pursuing teaching licenses not offered by Macalester (e.g., Elementary Education, Music, Visual Arts, Dramatic Arts & Dance, World Languages, ESL, Special Education, etc.) Successful completion of the minor configuration provides coherent, carefully documented initial preparation that could possibly be applied toward later licensing work, especially if the license is completed within the state of Minnesota.

b) Students pursuing teaching licenses offered by Macalester. With the exception of EDUC 88, all courses required for this minor are also required for teacher licensure. By completing the advanced work required for the seminar, students pursuing licenses can also add a minor to their transcript.

c) Students interested in teaching opportunities that do not require state licensing (e.g., those interested in teaching abroad; in community or youth development; or in museum, 'artist in residence', or other cultural or public service programs such as Ameri-Corp, Peace Corp, Teach for America).

COURSES

38 EDUCATIONAL PSYCHOLOGY

An introduction to theory and research in educational psychology. Topics include learning theory, learner characteristics, intelligence, creativity, motivation, measurement and evaluation, and models of teaching appropriate for diverse learners from early childhood through young adulthood. Students are required to complete observations in classroom settings. Fall and spring semesters. (4 credits)

39 PHILOSOPHY OF EDUCATION (SAME AS PHILOSOPHY 39)

What is the nature and purpose of education? In what ways should educational institutions support, challenge, or transform predominant social values? What is ethical educational policy and practice? Such questions are considered in light of a variety of philosophic perspectives. Students will define a personal philosophy of education and assess its implications for current educational theory and practice in addition to their own educational development. Fall and spring semesters. (4 credits)

40 EXPERIENCES IN EDUCATION

This course provides opportunities to explore, reflect upon, and contribute to life in contemporary urban classrooms. Weekly internships will be arranged allowing students to work closely with teachers, educational support staff, and diverse young people of varied ages (kindergarten, elementary, or secondary levels). A weekly seminar session, readings, reflective writing, and individual and small group projects complement the experiential aspects of the course. Prerequisites: Instructor's signature and completion of internship request form. Fall and spring semesters . (2 credits)

41 EDUCATION, FAMILY & COMMUNITY

This course examines a variety of topics affecting student learning. Included are the impact of family, health and economic conditions; characteristics of chemical use, abuse, and dependency; effective communication, violence prevention, and conflict resolution; legal concerns and responsibilities; the role of the teacher in crisis situations; the importance of co-curricular and extracurricular activities; and establishing productive relationships with parents/guardians, and networking with school professionals in addition to members of the business community and civic organizations to support youth development and learning. This course offered on S/NC grading option only. Fall semester. (2 credits)

42 EDUCATING EXCEPTIONAL STUDENTS

This course examines the special needs, challenges, interests and potentials of exceptional students. Topics include historical and legal foundations of special education; current state and federal guidelines; categories of exceptionality; impact of cultural, linguistic, economic, and family structures; evaluation, placement, appropriate accommodations, and methods of instruction and assessment for exceptional learners. This course offered on S/NC grading option only. Spring semester. (2 credits)

50 TOPICS

Occasional, often experimental courses offered by instructors at their own initiative, or in response to student requests.

56 EDUCATION AND SOCIAL CHANGE

The purpose of this course is to assist students in developing skills, dispositions, and knowledge necessary to promote change toward more just, compassionate, and sustainable environments in a rapidly changing, increasingly complex world. After completing a survey of alternative paradigms of social and educational reform, contemporary opportunities for positive change associated with environmental, international, gender, class, race, and youth development issues are explored. Students then work, individually and collectively, on campus and in the community, to analyze specific social issues and strategies for change, in addition to conceptualizing plans for principled social action. Spring semester. (4 credits)

57 RACE, CULTURE AND ETHNICITY IN EDUCATION

The course focuses on the role of education both in sustaining and/or undermining race, culture and ethnicity both as dimensions of identity and as social structures. The class begins by exploring the meaning of these three terms in education, trying to distinguish them from each other as well as look at their interaction. The course then focuses on four locally well represented groups and their experiences in schools both as students and teachers: Euro-Americans, African-Americans, Hmong,

and Native Americans. This portion of the class is the most explicitly comparative. Next the class examines curricular and pedagogical strategies for dealing with difference and combating racism: multicultural education, anti-racist pedagogy, and culturally appropriate education. Finally the course looks at emerging ethnic/racial structures (bi/multiracial children, hyphenated identities, etc.) and the need for even more complex and sensitive educational strategies. Spring semester, alternate years. (4 credits)

58 SCIENCE AND CULTURE (Same as Humanities and Cultural Studies 45)

This class uses anthropological and cultural studies frameworks to examine the relationship between scientific knowledge and culture. Topics include the occupational lives of scientists; the transformation of scientific knowledge in schools, mass media, and museums; and the consumption practices of non scientists, e.g., through the health care system and science fiction fan clubs. It also explores questions concerning the role of gender in scientific knowledge and colonialism in scientific practice. (4 credits)

59 RE-ENVISIONING EDUCATION AND DEMOCRACY (Same as Political Science 59)

Explorations of the theory and practice of education and democracy through collaborative research and development, service learning, and the design of innovative, principled, educationally and politically feasible solutions to significant educational policy problems. Spring semester, alternate years. (4 credits)

66 CURRICULUM AND PEDAGOGY: K-6 VISUAL & PERFORMING ARTS

This course explores the development of integrated educational programs in the visual and performing arts that provide rich activities and materials to assist elementary students in gaining skills, abilities and appreciation. *Available only for currently enrolled students who have already been accepted into the Elementary Education licensure program.* Spring semester. (4 credits)

70 CURRICULUM AND PEDAGOGY: SECONDARY (5-12)

This class explores the culture of secondary (middle and high) schools as well as methods of instruction, classroom management and curricular design appropriate for teaching adolescents and young adults. Students are required to complete a related field experience in a secondary school setting. Fall semester. (4 credits)

72 CURRICULUM AND PEDAGOGY: SECONDARY SUBJECT MATTER LITERACY

This course centers on understanding how secondary students develop literacy. Writing and reading skills are examined from early stages through efficient, flexible and mature ability. Spring semester. (2 credits)

82 KINDERGARTEN STUDENT TEACHING & SEMINAR

Student teaching in pre-kindergarten settings. Includes observations in several programs and participation in weekly seminar. *Available only for currently enrolled students who have already been accepted into the Elementary Education licensure program.* Every semester. (4 credits)

83 ELEMENTARY STUDENT TEACHING & SEMINAR

Student teaching in schools at the elementary level. Observation as well as actual student teaching includes participation in a weekly seminar. *Available only for currently enrolled students who have already been accepted into the Elementary Education licensure program.* Every semester. (4 credits)

84 MIDDLE SCHOOL STUDENT TEACHING & SEMINAR

Student teaching in schools at the middle school level. Includes participation in a weekly seminar. Every semester. (4 credits)

85 HIGH SCHOOL STUDENT TEACHING & SEMINAR

Student teaching in schools at the high school level. Includes participation in a weekly seminar. Every semester. (4 credits)

88 EDUCATIONAL STUDIES SEMINAR

In this seminar participants will explore challenging and often controversial issues emerging from interactions among contemporary educational systems and the broader social, cultural, historical, political ethical, environmental, and aesthetic systems of which they are a part. A focal topic will be

selected each semester (e.g., International/Development Education, Cultural Studies and Education) to focus class readings, discussions, presentations, guest speakers and special events. In addition, each student will complete an advanced project integrating their interests and preparation in education, liberal studies, and social advocacy. Prerequisite: consent of instructor. Fall Semester. (4 credits)

95 TUTORIAL

Closely supervised individual or very small group study intended to provide opportunities for guided exploration of advanced topics in education. Prerequisite: permission of the instructor. Every semester. (1–4 credits)

96 INDEPENDENT PROJECT

Advanced study in a specific area of educational inquiry. Prerequisite: permission of the instructor. Every semester. (1–4 credits)

97 INTERNSHIP

English

Full Time Faculty: Stephen Burt, James Dawes, Laura Engel, Diane Glancy, Stuart McDougal (Chair), David Moore (International Studies/English), Wang Ping, Tanya Pollard, John Redmond, Sonita Sarker (Women's and Gender Studies/English), Mary Trull, Robert Warde, Michelle Wright

The English department offers students the opportunity to encounter a wide range of engaging works of fiction, poetry and non-fictional prose from the British Isles and the United States, as well as from around the world. Students learn to interpret these works from a variety of theoretical perspectives and to develop their knowledge of literary history. In addition, students have opportunities to hone their skills as writers of expository and creative prose. The department is especially committed to teaching works by women, African Americans, Native Americans, and others that have been traditionally under represented in the curriculum.

General Distribution Requirement

All courses in the English department count toward the general distribution requirement in humanities except for courses numbered 10, 12, 35, 36, 37, 38, 39, 84, 85, 95, 96, 97, and 98. Courses numbered 12, 35, 36, 37, 38, 39, 84, and 85 count toward the requirement in fine arts.

Diversity Requirement

The courses in the English department which satisfy the domestic diversity requirement are those numbered 20, 76, and 77. The courses which satisfy the international diversity requirement are those numbered 48, 49, and 67.

Major Concentration

The English major consists of a minimum of ten courses (40 credits) in English including a Capstone experience. The courses are to be chosen in consultation with an English department advisor, and, with the restrictions noted below, distributed according to either Plan A or Plan B.

Plan A: Ten courses (40 credits) in English with the following requirements:

1. To provide a foundation for the further study of literature, one course (4 credits) selected from among the following: English 20, 21, 22, 23, 24. Any one of these courses serves as a *prerequisite for literature courses numbered 40 and above*. English 21, 22, 23, and 24 are especially recommended for students considering a major in English.

2. To encourage the study of literary history, two courses (8 credits) in British literature before 1900 to be selected from among the 50s and 60s courses. One of these two courses (4 credits) must be in British literature before 1700. A course taken to fulfill requirement (5) below may also be used to satisfy one of these two British literature requirements—however, a total of 10 courses (40 credits) is still required.

3. To encourage familiarity with our American literary heritage, one course (4 credits) in American literature before 1900 selected from among the appropriate courses numbered in the 70s.

4. To encourage study of the many emergent voices in twentieth century literature, one course (4 credits) from among following: 48, 49, 67, 76, 77.

5. One culminating small-group course (4 credits), ordinarily taken as a senior, selected from among the 80s courses. When used to satisfy the requirement of a Capstone Experience, # 7 below, this course must be taken during the senior year at Macalester.

6. Each of the above requirements, is to be fulfilled by a separate course.

7. The Capstone Experience requirement may be fulfilled by any one of the following *taken at Macalester as a senior*:

a. A course in the 80's sequence
b. An Honors Project
c. An appropriate independent course developed in consultation with an English department faculty member. Examples of such a project would be an extensive research paper on a literary subject, a portfolio of creative work, a cross-disciplinary project, or a presentation by means of performance, multimedia, or hypertext.

Stipulations applying to both the major and the minor:

Neither Advanced Placement credit for English 10 nor English 15 may be included in a major or minor concentration in English.

No more than two courses from those numbered in the 20s (8 credits) may be included in a major or minor concentration in English.

Only one cross-listed humanities and cultural studies course (English 26, 27, 28, 29) (4 credits) may be included in a major or minor concentration in English.

One preceptorship and one internship (for a maximum of eight credits) which is relevant to a student's work as an English *major* may be included in a major concentration in English. (An English *minor* may not include a preceptorship or an internship.)

One course (4 credits) in the study of literature taught in a language department at Macalester other than English may be included as an elective in a major plan in English but not in a minor plan.

Plan B: Creative Writing Emphasis

English majors wishing to develop a concentration in English with an emphasis on creative writing are expected to fulfill the requirements for the English major as defined above (Plan A) and to utilize their departmental electives for five creative writing courses (20 credits). In addition to the extensive course offerings in creative writing, additional electives include Independent Study, Tutorials, and Internships (with, for example, one of the literary presses in the area). Note that English 12, Introduction to Creative Writing, *taken at Macalester* is the required prerequisite for all further creative writing courses included in an English major with a creative writing emphasis.

Minor Concentration

A minor in English consists of six related courses (24 credits). When developing a minor in English a student must also present a written rationale, developed in consultation with an English department advisor, which describes the relationship and the focus of the six courses. The six courses may not include English 10; no more than two of the six may be numbered below 30, nor may an internship or preceptorship be one of the six. Typical minors might focus, for example, upon creative writing, studies in specific historical periods, genre studies (drama, poetry, fiction), women's or minority literature, writing and editing, or other concentrated areas of interest to the student. A minor plan must be filed no later than registration for the first semester of the senior year.

Honors Program

The English department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the English department are available from the department office or the Dean of Academic Programs.

Women's and Gender Studies

The English department participates in the Women's and Gender Studies program, which is described elsewhere in this catalog. For courses offered by the English department appropriate for this program consult the special information issued by the director of the program and the detailed course descriptions (including seminars and topics courses) posted in the English department.

International Studies Major

The department also participates in the interdisciplinary International Studies major, which is described elsewhere in the catalog. Various courses, such as English 46, 48, 49, and 67, can be incorporated into the major, depending upon a student's chosen focus.

Teacher Licensure

Students seeking licensure for secondary teaching should consult the appropriate faculty members in both English and Education for advice on current State of Minnesota requirements.

Writing Skills

All English courses include writing assignments, but the department suggests that new students choose writing courses according to the recommendations their advisors receive from the coordinator of the All-College Writing Program. College Writing courses (English 10) teach basic writing skills for writing across the curriculum. Other courses marked "W" on the class schedule will include writing instruction pertaining to each course's own requirements.

COURSES

Detailed descriptions of all courses—including reading lists, schedules of assignments, and writing requirements—are posted in the English department prior to each registration period. *These descriptions may be found on the bulletin board near the west end of the second floor of Old Main*. They are also to be found on the English department's web page.

Introductory Writing Courses

10 COLLEGE WRITING

Instruction and practice for writing in college. In all sections there will be class meetings for instruction and also individual conferences. In some sections some class meetings will be workshops —students will work collaboratively while researching, planning, drafting, revising, and editing their papers. Readings may be assigned to provide subject matter for papers, or students may be directed to write on topics from other courses they are taking. Specific course descriptions for each section of English 10 will be published with registration materials. This course does not satisfy the general distribution requirement in humanities or the requirements for the English major or minor. See also the paragraph above on writing skills. Every year. (4 credits)

12 INTRODUCTION TO CREATIVE WRITING

The focus of this course will be on the development of skills for writing poetry and short fiction through a close study of the techniques involved in these forms, analysis of model literary works, and frequent writing exercises. The course makes use of a basic prosody text, supplemented by anthologies of poetry and short stories. Students registering for this course should be able to demonstrate that they have done some previous writing of poetry or fiction, either through previous writing classes or on their own. This course must be completed *at Macalester* as a PREREQUISITE for the further study of creative writing at Macalester. Every year. (4 credits)

15 STUDIES IN LITERATURE

A writing-intensive course in traditional and non-traditional literatures, each section of which will have a different focus, topic, or approach; recent offerings have examined the short story, major women writers, and new international writing. Every year. (4 credits)

Introductory and Intermediate Courses

Note: Students must take one class from those numbered in the 20s as a PREREQUISITE for any course numbered 50 and above. All twenties courses include instruction in writing. English 21, 22, 23, and 24, are especially recommended as introductory courses for students considering majoring in English.

20 AMERICAN VOICES

American literature contains a greater variety of voices than most other national literatures. Each section of this course explores some aspect of that wide range of voices and may include the writing of women, of minority groups, or of various sub-groups from the dominant literary culture. Consult the detailed course descriptions in the English department or on its web page for the content of individual sections. Every year. (4 credits)

21 POETRY

A study of a variety of poets, both past and present, including women and people of color. The course will develop skills of close reading as a basis for interpretation, familiarize students with poetic forms, and consider new approaches to literary study. Every year. (4 credits)

22 DRAMA

A study of selected plays from ancient to modern times, with an emphasis on drama in production. We will read the scripts of plays alert for how they convey emotion, thought and meaning and for how they might look and sound on a real stage with its live actors, costumes, sets, props, lights, and sounds. This course does not aim to survey the high points of Western drama but rather to provide opportunities for reading dramatic texts imaginatively and in the context of the living theater. Alternate years. (4 credits)

23 NOVEL

A study of a small number of works selected to represent the variety of language and structure in this genre. The focus will be on both their characteristics as works of art and on the ways in which they respond to and, in turn, shape the society which gives them birth. Readings will include critical essays on specific novels and on narrative fiction in general. Every year. (4 credits)

24 SHAKESPEARE

Shakespeare was recently voted the greatest Briton of all time; he continues to exert a powerful influence over readers, writers, and the popular imagination. This course will offer an introduction to his work through a wide-ranging survey of his major plays in all categories: history, comedy, tragedy, and romance. Plays and topics will vary from year to year. Every year. (4 credits)

26 MEDIEVAL AND RENAISSANCE CULTURE (Same as Humanities and Cultural Studies 24)

Classics of European, including British, theology, philosophy, and literature, with some attention to corollary movements in art and architecture. Alternate years. (4 credits)

27 THE AGE OF ENLIGHTENMENT I (Same as Humanities and Cultural Studies 25)

A survey of the intellectual and cultural transformations of the 17th and 18th centuries in Europe, including such topics as the discovery of the scientific method (Bacon, Descartes, Newton, Galileo), the assertions of political liberty that led to the American and French Revolutions (Locke, Rousseau, Voltaire, Diderot), the surprise of the encounter with alien cultures (Behn, Defoe, Montagu), the sparkling dramas of Congreve, Lessing, and Moliere, and the passionate satires of Swift, Johnson, Laclos, La Fontaine, and Goethe. Alternate years. (4 credits)

28 NINETEENTH CENTURY EUROPEAN CULTURE (Same as Humanities and Cultural Studies 26)

A survey of European culture during its rise to world power, from 1800 to the First World War. To include discussion of such topics as the industrial revolution (Malthus, Carlyle, Dickens, Gaskell), the influence of romantic poetry and philosophy (Wordsworth, Coleridge, Hegel, Kierkegaard, Nietzsche), the lyric poetry of Baudelaire and Yeats, the triumph of the realist novel (Flaubert, Bronté, George Eliot, Dostoyevsky), the revolutionary sciences of Darwin and Marx, the anxiety of the colonial experience (Kipling, Conrad), and the fin-de-siècle collapse of Victorian certainties (Wilde, Zola, Freud). With some attention to music and the visual arts. Alternate years. (4 credits)

29 MODERNITY AND POSTMODERNITY IN EUROPE (Same as Humanities and Cultural Studies 27)

A survey of European culture and its relations to the world since 1900, as its shattered traditions are recuperated and re-evaluated. This course will focus on such topics as the decentering of European nationalism both in Europe (Kafka, Joyce, Conrad, T.S. Eliot, Grass) and its former colonies (Pound, Coetzee, Césaire, Walcott), the dark nostalgia of Yeats and Hemingway, and the skeptical philosophies of Heidegger, Benjamin, Orwell, Sartre, Kristeva, Foucault, and Derrida. To include some work on film (Lubitsch, Eisenstein, Riefensthal, Wenders, Fellini, or Truffaut) and popular culture. Alternate years. (4 credits)

30 INTRODUCTION TO LITERARY AND CULTURAL THEORY

In the 20th century, the field of literary theory was entirely transformed, borrowing insights from other disciplines and influencing them in turn. Its interactions with politics, philosophy and pop culture have created new insights into cultural theory. This class will survey some of the most controversial

schools of recent critical theory, including such topics as the New Criticism, Marxism, the Frankfurt School, psychoanalysis, feminism, structuralism, deconstruction, the new historicism, queer theory, critical race theory, and postcolonial theory. Readings may include essays by T. S. Eliot, Bakhtin, Adorno, Barthes, Kristeva, Cixous, Derrida, Foucault, Jameson, Greenblatt, Penley, Sedgwick, Butler, Gilroy, Anzaldua, or Said. Alternate years. (4 credits)

32 FILM STUDIES

This course will focus on different topics from year to year. Possible topics include Great Directors, Russian Film, French Film, Film and Ideology, Literature and Film, and Images of Black Women in Hollywood Films. Please consult the specific course description in the English department. Alternate years. (4 credits)

35 THE CRAFTS OF WRITING: POETRY

This course will focus in a variety of ways on the development of skills for writing poetry, building on the work done in English 12. Depending on the instructor, it may approach the creative process through, for example, writing from models (traditional and contemporary), formal exercises (using both traditional and contemporary forms), or working with the poetry sequence (or other methodology selected by the instructor: see department postings for details). It will involve extensive readings and discussion of poetry in additional to regular poetry writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. PREREQUISITE, English 12 (Introduction to Creative Writing) taken at Macalester. Every year. (4 credits)

36 THE CRAFTS OF WRITING: FICTION

This course will focus in a variety of ways on the development of skills for writing fiction, building on the work done in English 12. Depending on the instructor, it may approach the creative process through, for example, writing from models of the short story (both classic and contemporary), working with the technical components of fiction (e.g., plot, setting, structure, characterization), or developing linked stories or longer fictions (or other methodology selected by the instructor: see department postings for details). It will involve extensive readings and discussion of fiction in addition to regular fiction writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. PREREQUISITE, English 12 (Introduction to Creative Writing) taken at Macalester. Every year. (4 credits)

37 THE CRAFTS OF WRITING: NONFICTION

This course will focus in a variety of ways on the development of skills for writing nonfiction, building on the work done in English 12. Depending on the instructor, it may approach the creative process through, for example, translating personal experience into autobiography or memoir, or developing the essay form, the opinion piece, the journalistic report or a variety of other forms. It will involve extensive readings and discussion of nonfiction in addition to regular nonfiction writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. PREREQUISITE; English 12 (Introduction to Creative Writing) taken at Macalester. Alternate years. (4 credits)

38 SCRIPTWRITING

This course will focus in a variety of ways on the development of skills for writing plays. The emphasis will be on written dialogue and dramatic action, with the aim of producing brief scripts. There will be extensive readings and discussion of published and unpublished plays in addition to regular writing assignments. The course may be conducted to some extent in workshop format: the emphasis will be on continuing to develop writing skills. PREREQUISITE; English 12 (Introduction to Creative Writing) taken at Macalester. Alternate years. (4 credits)

39 SCREENWRITING

This course will focus in a variety of ways on the development of skills for writing screenplays, building on the work done in English 12. The emphasis will be on narrative films, with the objective of writing a feature-length screenplay during the semester. There will be extensive readings and discussion of published and unpublished screenplays in addition to regular writing assignments. The course may be conducted to some extent in workshop format: the emphasis will be on continuing to develop writing skills. PREREQUISITE; English 12 (Introduction to Creative Writing) taken at Macalester. Alternate years. (4 credits)

42 LITERATURE AND SEXUALITY

This course examines some ways in which literary works have represented desire and sexuality. It looks at how constructions of sexuality have defined and classified persons; at how those definitions and classes change; and at how they affect and create literary forms and traditions. Contemporary gay and lesbian writing, and the developing field of queer theory, will always form part, but rarely all, of the course. Thinkers and theorists may include Ellis, Freud, Klein, Lacan, Foucault, Kristeva, Cixous, Jessica Benjamin, D. A. Miller, Barbara Smith, Sedgwick, or Butler. Poets, novelists, playwrights, memoirists and filmmakers may include Shakespeare, Donne, Tennyson, Whitman, Dickinson, or Henry James; Wilde, Hall, Stein, Lawrence, or Woolf; Nabokov, Tennessee Williams, Frank O'Hara, Baldwin, or Philip Roth; Cukor, Hitchcock, Julien, Frears, or Kureishi; White, Rich, Kushner, Monette, Lorde, Allison, Cruse, Morris, Winterson, Hemphill, or Bidart. Alternate years. (4 credits)

46 POSTCOLONIAL THEORY (Same as Humanities and Cultural Studies 46, International Studies 62, and Political Science 62)

Traces the development of theoretical accounts of culture, politics and identity in Africa, South Asia, the Caribbean and related lands since the 1947 - 1991 decolonizations. Readings include Fanon, Said, Walcott, Ngugi and many others, and extend to gender, literature, the U.S., and the post-Soviet sphere. The course bridges cultural representational, and political theory. Prior internationalist and/or theoretical coursework strongly recommended. Alternate years. (4 credits)

48 LITERATURE OF THE AMERICAS

The literature of the United States exists in a broader hemispheric context which will be the subject of this course. The specific focus of this course will vary, but may include Caribbean literature (including francophone and hispanophone in translation), Latin American literature in a comparative U.S. context, Canadian literature, or other combinations in the writings of the Americas. Alternate years. (4 credits)

49 AFRICAN LITERATURE

A study of the fiction and poetry of writers from sub-Saharan Africa. The focus will be on fiction since 1945, and readings will be taking both from anglophone writers and from francophone and other writers in translation. The specific content of this course may vary. Alternate years. (4 credits)

50 TOPICS

Topics courses offer alternative and exploratory approaches to literary works and issues through, for example, interdisciplinary study, studies of single authors or groups of authors from several periods, or studies of recurrent themes in literature. These courses often reflect faculty members' interests in new approaches to literary study or new areas of study. Several topics courses are offered each year, and students should consult the detailed course descriptions in the English department and posted the department's web page prior to registration. Every year. (4 credits)

51 ARTHURIAN ROMANCE

Traces the evolution of Arthurian legend (including the legend of the Holy Grail) from its sources in Celtic mythology. Includes works by French and Welsh authors in translation. Alternate years. (4 credits)

52 MEDIEVAL VISIONS

A study of vision literature in medieval culture: as courtly entertainment, as religious allegory, as social criticism, and as the voice of female authority. Readings from authors such as Chaucer, Dante, Langland, Margery Kempe, Hildegaard of Bingen, and the anonymous creator of *The Quest of the Holy Grail*. Alternate years. (4 credits)

53 CHAUCER

Geoffrey Chaucer - soldier, bureaucrat, diplomat, and finally poet - is still the most famous of the new English poets that emerged during the period of the Hundred Years' War, but his most famous poem, a series of narrative experiments collected under the title of *The Canterbury Tales*, remained in fragments at his death in 1400. This course will devote itself to exploring and reassembling this unfinished masterpiece, both in the broader context of the late medieval world, and in the literary context of manuscript culture before the invention of the printing press. Alternate years. (4 credits)

54 SHAKESPEARE: HISTORIES AND TRAGEDIES

This course will consider links, alterations, and evolution between Shakespeare's early history plays and his tragedies. The course will explore the roots of Shakespeare's plots in historical narratives, and the relationship between history and fiction. Topics will include moral ambiguity and the complex relationship between heroism and villainy. Every year. (4 credits)

55 SHAKESPEARE: COMEDIES AND ROMANCES

This course will examine recurring themes and their variations in Shakespeare's comedies, as well as their revisitation and revision in the later romances. Readings will include both commonly performed plays, and some which might not be included in a one-semester Shakespeare course. Discussions will consider the nature of genre in the period, and Shakespeare's innovations upon them. Every year. (4 credits)

56 RENAISSANCE DRAMA

This course examines the theatrical explosion of the late sixteenth and early seventeenth centuries, a phenomenon sometimes eclipsed by the fame of its most legendary figurehead, Shakespeare. We will read a selection of plays by Kyd, Marlowe, Jonson, Webster, Middleton, Beaumont and Fletcher. Themes will include staging and performance, metatheatricality, disguise, revenge, melodrama, transvestitism, and black comedy. Alternate years. (4 credits)

57 RENAISSANCE POETRY

Lyric and narrative poetry from the end of the Middle Ages to the Restoration, including such texts as the works of Queen Elizabeth I, the sonnets of Sidney and Shakespeare; the epics of Spenser and Milton; the metaphysical lyrics of Donne and Herbert; the neoclassical epigrams of Jonson and Herrick; and the political odes of Marvell. Alternate years. (4 credits)

58 RENAISSANCE EPIC AND ROMANCE

Studies in renaissance narrative and narrative theory, especially the genres of epic and romance. Readings vary from year to year and feature works from ancient Greece and Rome (e.g., Homer, Virgil, Ovid), Italy (Boiardo, Ariosto, Tasso), and England (Sidney, Spenser, Milton). Special emphasis on narrative technique and the politics of form in the renaissance. Alternate years. (4 credits)

59 MILTON

Best known for the epic poem *Paradise Lost*, John Milton was also a forceful advocate of free speech who lost his eyesight arguing for the overthrow of the English monarchy. This course will explore a range of Milton's writings in prose and verse, from his early lyrics to the longer works of his final decades. Alternate years. (4 credits)

60 AGE OF SATIRE

The theory and practice of satire from 1660 to 1800. Emphasis upon British writers such as John Dryden, Jonathan Swift, Alexander Pope, Samuel Johnson, Richard Brinsley Sheridan, and Jane Austen, with some attention to Voltaire and other continental writers. The course will examine how they attacked the evils and absurdities of their day and what value their work still has for readers and for satirists of today's society. Recent criticism of this period and satire in general will be considered. Alternate years. (4 credits)

61 THE BRITISH NOVEL IN THE EIGHTEENTH CENTURY

The rise of the novel as illustrated in the works of Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Fanny Burney, Ann Radcliffe, Jane Austen, and others. Emphasis upon the writers' attitudes toward the social and spiritual values of early modern Britain and upon the great variety of forms and moods that invigorated the new genre. Alternate years. (4 credits)

62 THE ROMANTIC PERIOD

The works of writers such as William Blake, William Wordsworth, Samuel Taylor Coleridge, the Shelleys, Lord Byron, John Keats, William Hazlitt, Thomas De Quincey, and Charles Lamb in the context of the rapid cultural changes experienced in Great Britain between the French Revolution of 1789 and the Reform Bill of 1832. Emphasis on the distinctive responses of each writer to these changes, and on the nature of romanticism. Alternate years. (4 credits)

63 THE BRITISH NOVEL IN THE NINETEENTH CENTURY

The fiction of such authors as Jane Austen, Charles Dickens, William Thackeray, the Brontés, Elizabeth Gaskell, Anthony Trollope, George Eliot, George Meredith, and Thomas Hardy. Individual works will be discussed in relation to the society they mirror and as examples of the novel's evolving form and function. Alternate years. (4 credits)

64 THE VICTORIAN PERIOD

British literature from the 1830's to about 1900, emphasizing poetry and non-fiction prose by Alfred, Lord Tennyson, the Brownings, Matthew Arnold, the Rossettis, William Morris, Algernon Swinburne, Thomas Carlyle, John Stuart Mill, John Ruskin, Walter Pater, Oscar Wilde, and others. Attention is paid to social, economic, political and scientific developments of the age; Victorian music, painting and architecture are briefly examined. This course is usually taught in conjunction with History 53; students will be required to register for both courses. Alternate years. (4 credits)

65 TWENTIETH CENTURY BRITISH LITERATURE

A study of works of British and Irish fiction, poetry, drama, and non-fiction prose from 1900 to the present. Along with novelists such as those enumerated under English 66 below, this course treats selected poets such as W. B. Yeats, W. H. Auden, Stevie Smith, and Philip Larkin, playwrights from the Irish National Theater at the beginning of the century (Lady Gregory, Sean O' Casey, J. M. Synge) through Samuel Beckett to current dramatists such as Michael Frayn or Tom Stoppard, and non-fiction commentary from Virginia Woolf, George Orwell, and others. Alternate years. (4 credits)

66 TWENTIETH CENTURY BRITISH NOVEL

Fiction from a range of British and Irish novelists, including authors from the early part of the century such as E.M. Forster, Joseph Conrad, D.H. Lawrence, James Joyce, Virginia Woolf, and Elizabeth Bowen, along with more recent writers such as Iris Murdoch, Martin Amis, Anita Brookner, Kazuo Ishiguro, Jeanette Winterson, and Julian Barnes. Works will be considered both in their historical contexts and as examples of the evolving form of the novel itself. Alternate years. (4 credits)

67 ANGLOPHONE LITERATURE

A study of works written in English from English-speaking countries other than the U.S. and Great Britain. Countries whose literature might be examined in this course include Canada, India, Australia, South Africa, and the English speaking countries of the Caribbean. Alternate years. (4 credits)

68 TWENTIETH CENTURY POETRY

An analysis of twentieth century poetry from such traditional figures as W. B. Yeats, T. S. Eliot, Ezra Pound, and Robert Frost through contemporary writers such as Adrienne Rich, Seamus Heaney, and Nikki Giovanni. This course will stress close analytical reading of individual poems. Alternate years. (4 credits)

69 TWENTIETH CENTURY DRAMATIC LITERATURE

Study of the development of modern drama from Ibsen to the present by reading and discussion of the major late nineteenth century and twentieth century European and American dramatists such as August Strindberg, Henrik Ibsen, Anton Chekhov, Federico Garcia Lorca, Eugene O'Neill, Samuel Beckett, Lillian Hellman, and August Wilson. Alternate years. (4 credits)

70 AMERICAN LITERATURE OF THE EARLY REPUBLIC

This course focuses on American literature from the late 18th century to just before the Civil War. It will be concerned with the ways in which the attempt to build a democratic republic is taken up and critiqued in a range of literature from the period. Included will be such writers as Charles Brockden Brown, Washington Irving, Susanna Rowson, James Fenimore Cooper, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Oliver Wendell Holmes, Henry Wadsworth Longfellow, Harriet Beecher Stowe, Susan Warner, and Herman Melville. Alternate years. (4 credits)

71 NINETEENTH CENTURY AMERICAN LITERATURE

This course examines an array of American literature written in the second half of the nineteenth century, including poetry, autobiography, essays, stories and novels. It might focus on a particular moment in the late nineteenth century, a particular group of authors, or a particular thematic concern, but it will be concerned to trace out the complicated relation between literary representation and a

rapidly changing social, economic, and political landscape. Authors might include Ralph Waldo Emerson, Frederick Douglass, Walt Whitman, Emily Dickinson, Herman Melville, Mark Twain, Kate Chopin, William Dean Howells, Edith Warton, Henry James, Charles W. Chesnutt, and Charlotte Perkins Gilman. Alternate years. (4 credits)

73 AMERICAN LITERATURE 1900-1945

America in the first half of the 20th century seemed to be infatuated with the future - with skyscrapers and automobiles, Hollywood cinema and big business. But in an age that also saw the struggle of Progressivism, the Great Depression, and two foreign wars, many voices called attention to the dark side of success. This course will include such authors as Edith Wharton, F. Scott Fitzgerald, Sinclair Lewis, Ernest Hemingway, Gertrude Stein, T. S. Eliot, Zora Neale Hurston, William Faulkner, Willa Cather, Dorothy Parker, William Carlos Williams, Wallace Stevens, Langston Hughes, Walker Evans and James Agee, Eugene O'Neill, and Dashiell Hammett. Alternate years. (4 credits)

74 AMERICAN LITERATURE 1945 TO THE PRESENT

The complacent malaise of the Cold War, the turmoil of Vietnam and the Sixties, and the postmodern fascination with computers and visual culture - all of these have had radical consequences for the American literary form. While questioning boundaries between high and low culture, image and reality, and identity and difference, recent American writers work against a pervasive sense of fragmentation to imagine new relations between community and personal desire. The course will consider authors such as Vladimir Nabokov, Sylvia Plath, Robert Lowell, Ralph Ellison, Walker Percy, John Ashbery, Adrienne Rich, Joan Didion, Tom Wolfe, Robert Stone, Thomas Pynchon, John Guare, Raymond Carver, Toni Morrison, Maxine Hong Kingston, Sandra Cisneros, Art Spiegelman, and Neal Stephenson. Alternate years. (4 credits)

75 THE AMERICAN NOVEL

Traces the history of the novel in America from its epistolary beginnings in the late 18th century to its postmodern incarnations in the late 20th century. Possible works will include Hannah Wester Foster's *The Coquette*, James Fenimore Cooper's *The Last of the Mohicans*, Herman Melville's *Moby Dick*, Stephen Crane's *The Red Badge of Courage*, Edith Wharton's *The House of Mirth*, Henry James's *The Europeans*, Ernest Hemingway's *The Sun Also Rises*, William Faulkner's *The Sound and the Fury*, Vladimir Nabokov's *Pale Fire*, and Thomas Pynchon's *The Crying of Lot 49*. Alternate years. (4 credits)

76 AFRICAN-AMERICAN WRITERS

A study of selected African-American poets, dramatists, and fiction writers. This course may focus on a specific topic, such as recent fiction (e.g., Toni Morrison, Alice Walker, John Edgar Wideman) or may have an historical focus (e.g., the Harlem Renaissance). Every year. (4 credits)

77 NATIVE AMERICAN LITERATURE

A study of fiction and poetry by American Indian writers, e.g., N. Scott Momaday, Leslie Silko, James Welch, Louise Erdrich, Gerald Vizenor and others. This course is a study of voices built on an absence of place and identity. The voices are in the process of what Gerald Vizenor calls "Survivance." Alternate years. (4 credits)

80 HISTORY OF A LITERARY GENRE

A look at the development of one major literary genre or mode across several historical periods, with sustained scrutiny of key examples, and attention to the relevant criticism and theory. A given year and section might cover the history of lyric poetry, with examples from Sidney to Seamus Heaney; or the history of the novel, from Richardson or Fielding to Toni Morrison or David Foster Wallace; or the history of satire and irony, from Swift to contemporary practitioners. Alternate years. (4 credits)

81 SEMINAR IN BRITISH AUTHORS

A study of single authors, pairs of authors, or related groups of authors: e.g., the metaphysical poets, Jane Austen, William Wordsworth and John Keats, the Pre-Raphaelites, the Bloomsbury group. Alternate years. (4 credits)

82 SEMINAR IN AMERICAN AUTHORS

A study of single authors, pairs of authors, or related groups of authors: e.g., Herman Melville; Mark Twain and Emily Dickinson; Henry James and his circle; William Faulkner and Flannery O'Connor; Ezra Pound and T. S. Eliot. Alternate years. (4 credits)

83 SEMINAR IN CONTEMPORARY THEORY AND CRITICISM

Depending on the instructor, this advanced course will either focus on a specific kind of literary or cultural theory (like Marxism, psychoanalysis, or postcolonial theory), or present a series of readings of literary or cultural materials unified by a coherent theoretical perspective. Alternate years. (4 credits)

84 ADVANCED WRITING WORKSHOP

This creative writing workshop will center on work in a chosen genre (fiction, non-fiction, poetry, scriptwriting) written by class members, with a strong secondary emphasis on the development of group critical skills. Through the presentation of new and revised work, critiquing of work-in progress, and discussion of extensive reading in contemporary writing of the chosen genre, the workshop will focus on developing constructive criticism of the writing of participants. PREREQUISITES, English 12 (Introduction to Creative Writing) and consent of the instructor. Every year. (4 credits)

85 PROJECTS IN CREATIVE WRITING

This seminar will provide a workshop environment for advanced students with clearly defined projects in poetry, fiction, creative nonfiction, drama or a combination of genres. The seminar will center initially on a group of shared readings about the creative process and then turn to the work produced by class members. Through the presentation of new and revised work, and the critiquing of work-in-progress, each student will develop a significant body of writing as well as the critical skills necessary to analyze the work of others. By permission of instructor. Every year. (4 credits)

86 RESEARCH TOPICS IN LITERARY STUDIES

This small group course, normally limited to twelve juniors and seniors, will engage students with an ongoing research project by a faculty member. Students will work both with the faculty member and on their own, developing and carrying out individual research and writing projects paralleling the faculty member's research and writing that will serve as the focus of the course. Alternate years. (4 credits)

89 SENIOR SEMINAR

These seminars involve advanced and focused work in literary study, and may deal, for example, with the work of a single author or a pair of authors, with groups of literary works related by a common theme or concern, or with some other specific area of literary study. Recent seminar topics have included Jane Austen, Henry Adams, the American Literature of Vietnam, Irish Literature, Modern Black British Literature, and Metafiction. Interested students should consult the detailed course descriptions in the English department or on the department's web page. Usually two seminars are offered every fall semester, and one or two seminars are offered every spring semester. (4 credits)

95 TUTORIAL

Closely supervised individual or small group study in which a student explores a selection of texts differing from what is usually covered in the department's established courses. Prerequisites: sufficient preparation in English courses to provide the necessary context for the area of study chosen and permission of the instructor. Application must be made through the chair of the English department on a form available from the departmental office. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Production of original work, either scholarly or creative, of substantial length, such as an honors project, which may develop out of study done in English 95 or previous course work. Prerequisites: sufficient preparation, demonstrated ability, and permission of the instructor. Application must be made through the chair of the English department on a form available from the departmental office. Every semester. (4 credits)

97 INTERNSHIP

Work in practical (usually off-campus) experiences that explore potential careers, apply an English major's skills, or make a substantive addition to the student's knowledge of literary issues. Prerequisites: sufficient preparation in courses to provide the necessary background, consent of the instructor and sponsor, and completion of an Internship Learning Contract (signed by the Director of Internships and the faculty sponsor). Every semester. (1–4 credits.)

98 PRECEPTORSHIP

Work assisting a faculty member in planning and teaching a course. Prerequisite, invitation by a faculty member. Every semester. (4 credits)

Environmental Studies Program

Faculty: Aldemaro Romero (Director, Environmental Studies and Biology), Brett Smith (International Studies)

Coordinating Committee: Chuck Green (Political Science), Ruthanne Kurth-Schai (Education), Ray Rogers (Geology), Sarah West (Economics), Keith Kuwata (Chemistry), David Lanegran (Geography), Jim Straka (Biology), Janet Ebaugh (Ordway)

Environmental Studies is an interdisciplinary program based on a holistic understanding of environmental issues occurring at the local, national, and global level. The program educates students using the tools and perspectives of the humanities, natural sciences, and social sciences to understand the causes and consequences of environmental problems and the knowledge to develop solutions.

Consistent with Macalester's mission statement, which emphasizes internationalism, and in recognition of the global nature of many environmental issues, the faculty encourages students to participate in off-campus national and international programs of study and research. Many such opportunities exist and have been utilized by students in recent years, including studying (1) environmental issues of Minnesota at the Superior Studies at Wolf Ridge field station in northeastern Minnesota, (2) marine environmental issues at the Woods Hole Sea Semester program based in Massachusetts, (3) development - environment linkage issues at the Higher Education Consortium for Urban Affairs (HECUA) program in Guatemala, and (4) tropical forest ecology and preservation at the Associated Colleges of the Midwest (ACM) program in Costa Rica.

The Environmental Studies Program offers a major.

General Distribution Requirement

Environmental Studies 22, 38, 65 and 68 count toward the general distribution requirement in social science. Environmental Studies 33 counts toward the general distribution requirement in mathematics and natural science.

Major Concentration (10 courses)

Students who receive a score of 5 on the Environmental Studies Advanced Placement (AP) exam are exempted from taking Environmental Studies 33 (Environmental Science), and credit awarded in lieu of this course may count toward the general number of credits required for graduation. Environmental Studies majors who take advantage of this exemption, must substitute an additional Environmental Studies course, or an additional natural science course from the approved list given below.

—Environmental Studies 33 (Environmental Science).

—Environmental Studies 55 (Environmental Analysis and Problem-Solving) must be taken in the first semester of the junior year by all Environmental Studies majors.

—Environmental Studies 88, Senior Seminar in Environmental Studies (open only to Environmental Studies majors).

—One 4-credit environmental internship (Environmental Studies 97) with a non-academic organization.

—Two of an approved set of Natural Science Courses: Biology 21 (Ecology), Biology 43 (Aquatic Ecology), Biology 46, (Marine Biology), Biology 50 (Marine Mammals), Biology 82 (Seminar in Advanced Ecology), Chemistry 10 (Chemistry in Context), Geography 16 (Physical Geography), Geology 11 (Physical Geology), or with prior approval by the Environmental Studies Program Director.

—Two of an approved set of Social Science/Humanities Courses: Anthropology 65 (Environmental Anthropology), Economics 19 (Principles of Economics), Economics 22 (Environmental Economics and Policy), Economics 78 (Economics of Public Policy), Education 56 (Education and Social Change), Environmental Studies 66 (Environmental Issues in Latin America), Geography 11 (Human Geography of Global Issues), Geography 16 (Physical Geography), Geography 32 (People and the Environment), History 23 (History of the American Environment), International Studies 38 (Globalization and the Environment), International Studies 68 (Sustainable Development and the Global Future), Political Science 49 (Science, Technology, and Politics), or with prior approval by the Environmental Studies Program Director.

—One ethics course Philosophy 25 (Ethics) or Philosophy 29 (Feminism and Environmental Ethics))

—One statistics course Mathematics 14 (Data Analysis and Statistics) or Mathematics 27 (Elementary Statistics)

In addition, all Environmental Studies majors must complete a major or six-course focus in an approved department. The departments listed below are automatically approved. Students wishing to combine an Environmental Studies major with a major or focus from a different department must obtain approval from the Environmental Studies Director.

Natural Sciences	*Social Sciences/Humanities*
Biology	Anthropology
Chemistry	Economics
Geology	Geography
Physics	History
	Philosophy
	Political Science

Honors Program

The Environmental Studies Program participates in the Honors Program. Eligibility requirements, application procedures, and specific project expectations for the Environmental Studies Program are available from either the program office or the Dean of Academic Programs.

COURSES

22 ENVIRONMENTAL ECONOMICS AND POLICY (Same as Economics 22)

This course analyzes the economics of public policy toward the environment. It examines the problem of market failure in the presence of externalities and public goods, and considers policy responses to these market failures, including command-and-control regulations, tax and subsidy incentives, and marketable pollution permits. These policies are examined in the context of, for example, urban air pollution, ozone depletion and global warming, water pollution, municipal and hazardous waste, threats to biodiversity, and economic development. Particular attention is paid to methods of quantifying the benefits and costs of environmental protection. Prerequisite, Economics 19. Every year. (4 credits)

33 ENVIRONMENTAL SCIENCE

This course provides the basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include, basic principles of ecosystem function, human population growth, production and distribution of food, soil and agricultural ecosystems, integrated pest management, water resources and management, water pollution, hazardous chemicals, air pollution and climate change, biodiversity and its conservation, solid waste, energy resources, and sustainability. There are no prerequisites. Fall semester. (4 credits)

38 GLOBALIZATION AND THE ENVIRONMENT (Same as International Studies 38)

This introductory course investigates rapidly evolving global economic and political systems from a framework of environmental sustainability. Multiple economic, political, scientific, and philosophical perspectives are considered, as are proposals for system changes. Particular attention is paid to the role of multi-national corporations, international trade and finance patterns and agreements, and global climate change. Questions related to consumption, population, and food production are also considered. The main prerequisite is strong interest in the subject. Every year. (4 credits)

50 TOPICS

Courses numbered 50 are occasional courses, offered by instructors at their own initiative or in response to student requests. (4 credits)

55 ENVIRONMENTAL ANALYSIS AND PROBLEM-SOLVING

The course is case study oriented and aimed at providing a holistic understanding of environmental issues occurring at the local, national, and global level. The students will work on specific problems in order to develop the tools and perspectives from the humanities, natural sciences, and social sciences to comprehend the causes and consequences of those environmental problems and the knowledge to develop potential solutions. This course must be taken during the first semester of the junior year by all Environmental Studies majors. It is not open to non-majors. Fall semester. (4 credits)

65 ENVIRONMENTAL ANTHROPOLOGY (Same as Anthropology 65)

It is a truism that human beings have always transformed their natural environment, but the scale and long-term consequences of the contemporary environmental crisis far exceed the localized ecological degradation that has taken place in the past. One important reason for this transformation — and the point of departure for this seminar — is the globalization of economic life and the subjection of local economies and their resource bases to the relentless logic of world capitalist production and the consumer-oriented culture of capitalism. This seminar is an inquiry into the nature of the political, cultural, and social structures that have combined to generate contemporary environmental problems. The aim is to understand the way the "environmental crisis" of resource scarcity and ecological degradation is the outcome of particular configurations of power and economic inequity, both at the global level and within states. Alternate years. (4 credits)

66 ENVIRONMENTAL ISSUES IN LATIN AMERICA

This course explores environmental issues in Latin America. Through readings, discussions, guest speakers, independent research, writing and oral presentations, students develop a clearer understanding of the underlying causes and long term implications of some environmental problems in Latin America, both today and in the past. They include, but are not limited to, deforestation, poverty, biological impoverishment, pollution, and environmental justice. Taking advantage of the diverse academic backgrounds of the student participants, the seminar brings together the knowledge, perspectives, and insights of the natural and social sciences, and the humanities. Prerequisites: permission of the instructor. Next offered 2002-2003. (4 credits)

68 SUSTAINABLE DEVELOPMENT AND THE GLOBAL FUTURE (Same as International Studies 68)

This advanced course thoroughly examines the concept of sustainable development. We will define the term, examine its history, and evaluate its political, philosophical, scientific, and economic significance. Implementation of sustainable development in both the world's North and South are considered. Close attention is given to non-governmental organizations and nation states, the loss of global biodiversity, and existing and proposed remedial actions. Prior coursework in international, development, political, scientific, and/or environmental issues is strongly recommended; permission of instructor. Every year. (4 credits)

88 SENIOR SEMINAR IN ENVIRONMENTAL STUDIES

In this seminar, students will explore the difficult and often controversial issues surrounding environmental problems. Through readings, discussions, guest speakers, field trips, independent research, writing, and oral presentations, students will develop a clearer understanding of the underlying causes and long term implications of some of the environmental problems facing the world today. Both local and global environmental problems will be examined in the seminar. Taking advantage of the diverse academic backgrounds of the student participants, the seminar will bring together the knowledge, perspectives, and insights of the natural and social sciences and the humanities. Prerequisites: Senior standing in the Environmental Studies major, permission of the instructor, and satisfactory progress in the environmental studies major. Every spring. (4 credits)

96 INDEPENDENT PROJECT

This is an opportunity for students to do independent study or research on an environmental topic. This may be undertaken in the Environmental Studies Program laboratory and/or field facilities under the direct supervision of a faculty member or it may be undertaken at another college or university or similar institution under direct supervision, or in certain circumstances it may be undertaken off campus with minimal direct supervision. Given the nature of independent projects, students need to demonstrate that they have the necessary background, including appropriate coursework, in the area they are interested in pursuing before an independent project is approved. Prerequisite: Sponsorship by an Environmental Studies faculty member. Every semester. (1-4 credits).

97 INTERNSHIP

This is an opportunity for students to work with professionals in the environmental field outside of academia. Students will work with a faculty sponsor and their site supervisor to develop a set of learning goals, strategies to meet these goals, and methods of evaluation for the internship, including the nature of the final product. An internship is an excellent way for students to apply knowledge learned in the classroom and laboratory, to learn more in an environmental area, and to explore career options. The internship may be undertaken during a semester or during the summer and must encompass 140 hours of work by the student. Prerequisite: Sponsorship by a faculty member on the Environmental Studies Coordinating Committee or another faculty member that is approved by the Environmental Studies Director. Every semester. (4 credits)

French

Full Time Faculty: Diane Brown, Françoise Denis, Joëlle Vitiello (Chair)

Part-time faculty: Anne Carayon, Annick Fritz-Smead, Virginia Schubert

The study of French exposes students to the world of great intellectuals and writers of France and the francophone world, past and present, and the culture of France and the francophone world, past and present. The study of the francophone world includes the cultures of other European countries, like Belgium and Switzerland, Canada, African countries, the Caribbean, the islands of the Pacific and Indian Oceans, where French is the language of communication and artistic expression. French is with English the international diplomatic language (the European Union, the United Nations, the Olympic

Games, etc.). After English, French ranks as the world's most influential language, as a global *lingua franca*. It is spoken in nearly 50 nations, including the United States.

The teaching of French is strongly supported by the presence of graduate assistants from France and Francophone students working in the department, a well-furnished library, a residential French House, the Humanities Resource Center with state-of-the art audio, computer, video, and laser disc equipment, daily international news broadcasts via satellite and a growing library of films on video cassettes.

A concentration in French is a foundational component of a liberal arts education. It may be combined with other majors to enhance career opportunities. Recent French majors from Macalester have pursued careers in various fields such as foreign service, international banking and commerce, law, library science, translation, publishing, intercultural exchange, education, special education, and various scientific areas. To prepare for these and other careers, graduates have gone on to graduate programs in French language and literature, international relations, law, history, linguistics, or teaching English as a second language, and to professional schools (law and medicine). To obtain licensure requirements in the U.S., please consult the Education Department. For over ten years, the French Department has had an agreement with the French government which allows it to send two graduating seniors to be teaching assistants of English in French high schools.

The French Department has the following objectives: a) to prepare majors, cores and minors in French language, French and francophone cultures and literatures, intellectual and artistic movements in various periods, and critical thinking; b) to provide language competencies to non-French majors appropriate for study in their own fields, for future professional needs or for personal enrichment; c) to provide all students with the opportunity to acquire, as a part of a liberal arts education, the knowledge of the language, literatures and cultures of France and francophone countries; d) to provide students with courses, taught in French or English, that address diverse disciplinary areas as they relate to France and the francophone world. The French Department has a long term affiliation with the Humanities and Cultural Studies and Women's and Gender Studies programs.

Study Abroad

A French concentration requires a semester of residence in a French-speaking country. The French Department recommends it as well for those doing a minor. Students may count up to two French courses from a semester long study abroad program toward a concentration in French if such courses are at the level of courses taken on campus toward a French concentration. A study abroad program and its courses must be approved in advance by the department. All additional courses necessary to meet departmental graduation requirements must be taken on campus. Before studying abroad students should have completed French 51, 52 and one course in the 60s as appropriate for their program.

Because study abroad programs vary widely in quality, focus and content, it is imperative that students consult with French Department faculty as they choose their program. Students from the French Department have participated in programs in France such as the University of Minnesota program in Montpellier and the critical studies (CIEE), CUPA and Columbia programs in Paris. Macalester students have enrolled in programs in Francophone Africa, for example, in Senegal with the Minnesota Studies in Development (University of Minnesota), and in Cameroon, Mali and Madagascar with the School for International Training. In addition, students may participate in other study abroad programs for departmental credit with the permission of the department.

The French House

Students have the opportunity to live in the Macalester French House. The residents can benefit from daily conversation and interaction with native French graduate assistants and other students of French both to improve oral proficiency in French and develop increased understanding of culture and society in France and other French-speaking countries. The residents of the French House commit themselves to speak only French while in the house, and to participate in activities sponsored by the French House and the French Department. The French House is the center of the French Department's social and cultural activities.

Placement Tests

Students who have studied French before and desire to continue it should plan to take the placement tests given during Orientation Week and by arrangement before registration for second semester so that they may begin at the appropriate level. Students who come to Macalester with AP, IB or with an unusual background in French are encouraged to see the Department Chair before pursuing advanced studies in French in order to determine the appropriate level of entry.

Advanced Placement and International Baccalaureate

Please see the Registrar and the French Department Chair to discuss credit for Advanced Placement and International Baccalaureate higher level exams in French. Credits received in the French Department through AP or IB examinations may not be used to meet the general distribution requirement.

General Distribution Requirement

All courses in the French Department count toward the general distribution requirement in humanities.

Diversity Requirement

The courses in the French Department which satisfy the international diversity requirement are those numbered 41, 51, 52, 61, 63, 66, 68, 72, 73, 74, 75, 76, and 77.

Major Concentration

A major concentration in French consists of a minimum of nine courses beyond French 41 to include: a) three advanced language courses (51 and 52 or the equivalent and 83); b) two courses in civilization and culture (from the 60's listing) or the equivalent; c) two literature courses from the 70's listing, one of which must be 72, 73, 74 or 75 or the equivalent; d) a senior capstone requirement, and e) an appropriate study abroad program as approved by the department beforehand.

The senior capstone requirement in French may be satisfied by successfully completing during the senior year one of the following courses to which will be added a research or creative component: 61, 68, 72, 73, 74, 75, 76 or 83 or by completing a research, creative or honors project. As of the 2001-2002 academic year, the capstone includes a required one credit seminar. Capstones must be approved by the department.

In addition, the student will choose three supporting courses according to the needs of his or her program. All majors, cores and minors are strongly urged to take History 54, The History of France. Other recommended courses are: a) for those students who intend to teach French, courses in humanities or history, a second language, English, linguistics; b) for students going into government work, law, business or allied fields, appropriate courses in political science, history, economics, and geography.

Core Concentration

A core concentration consists of six courses beyond French 41 among which are included: a) two advanced language courses (51, 52 or 83 or the equivalent); b) one civilization course from the 60's listing or the equivalent; c) one literature course from the 70's or the equivalent; d) a senior capstone requirement (see above); e) an appropriate study abroad program as approved by the department beforehand.

Six additional courses are to be chosen from outside the department with the approval of the advisor and the department(s) concerned. Some suggestions include a course of study of: a) six courses in the humanities or fine arts; b) six courses in literature or in a second language; c) six courses in history, political science, and/or geography. This course of study or a mixture of courses support the study of literature of France and/or the francophone world.

Minor Concentration

A minor concentration in French consists of five courses beyond French 41 to include 51, 52, one course in the 60's, and one course in the 70's.

Senior Assessment

Majors will be required, during the senior year, to demonstrate proficiencies in language, literature and culture by successfully completing a series of evaluations as outlined in departmental materials.

Honors Program

The French department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the French department are available either from the department office or the Dean of Academic Programs.

Policy on French Language Grades

All language courses, beginning with Elementary French, include an additional weekly session in which a small group of students works intensively with a graduate assistant from France. In order to be accepted into the next higher French language course in the sequence, a student must have received a grade of C- or higher in the previous course. For additional information regarding the language requirement, see the college requirements.

COURSES

ALL COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE INDICATED.

Elementary and Intermediate Courses

11 FRENCH I

Emphasizing the active use of the language, this course is conducted entirely in French and develops the fundamental skills of listening, speaking, reading, and writing. It includes an introduction to the cultural background of France and the Francophone world. Class sessions are supplemented by weekly small group meetings with a French graduate assistant. For students with no previous work in French. Every semester. (4 credits)

21 FRENCH II

Conducted entirely in French, this course continues the development of the skills of listening, speaking, reading, and writing, with increasing emphasis on the practice of reading and writing. It includes introduction to the cultural background of France and the Francophone world. Class sessions are supplemented by weekly small group meetings with a French graduate assistant. Prerequisite, French 11 with a grade of C- or better, placement test or permission of instructor. Every semester. (4 credits).

31 FRENCH III

Conducted entirely in French, the aim of this course is to bring students to a point where they can use French for communication, both oral and written. At the end of this course students should be able to read appropriate authentic materials, write short papers in French and communicate with a native speaker. It consolidates and builds competencies in listening, speaking, reading and writing and includes study of the cultural background of France and the Francophone world. Class sessions are supplemented by weekly small group meetings with a French graduate assistant. Prerequisite, French 21 with a grade of C- or better, placement test or permission of instructor. Every semester. (4 credits)

41 TEXT, FILM AND MEDIA

This course presents a study of the contemporary language and culture of France and the Francophone world through authentic materials including the French press, television, literature and film. It is conducted entirely in French. At the end of this course students should have attained a more sophisticated level of communication in French, the ability to use their skills in French for a variety of purposes including research in other disciplines, and a full appreciation of the intellectual challenge of learning a foreign language and its cultures. Prerequisite, French 31 with a grade of C- or better, placement test or permission of instructor. Every semester. (4 credits)

Two Credit Conversation Courses

43 FRENCH CONVERSATION

This course will provide students with an opportunity to work on oral French. It is designed primarily for students at the advanced intermediate level who are unable to take other French offerings, but

who wish to keep up their spoken French. Discussions with the instructor and with Francophone assistants and tutors will deal with topics chosen from articles from the French press and television, videos and films. This class may not be counted for a major, core or minor in French. Prerequisite, French 31 or 550 on the placement exam or the permission of the instructor. Alternate years. (2 credits)

44 ADVANCED FRENCH CONVERSATION

This course will provide advanced students of French an opportunity to work on oral French. It is designed primarily for students who are already at a high level of fluency, for example for those who have studied or lived in a French speaking country, who wish to keep up their French and who are unable to take other French offerings. It will also give students an opportunity to remain in contact with the French-speaking world in all its aspects. This class may not be counted for a major, core or minor in French. Prerequisite: French 51 or 52, 610 on the placement exam or permission of the instructor. Alternate years. (2 credits)

Third Year Courses

51 ADVANCED ORAL EXPRESSION

This course is an intensive training in oral expression and corrective phonetics. Materials include news broadcasts from French TV, films and articles from the French and Francophone press. Grammar patterns that enhance communication will be studied. Class sessions are supplemented by small group meetings with French assistants and small conversation groups with Francophone tutors. Prerequisite, French 41, placement test or permission of instructor. Every semester. (4 credits)

52 WRITING ABOUT LITERATURE

This course is designed to develop the necessary skills for interpreting literature and for writing effectively in French. Students learn to do a close reading and analysis of a variety of literary works and to compose critical essays. The course also includes a study of selected grammatical patterns and stylistic techniques. Class sessions are supplemented by small group discussions with a Francophone tutor. Prerequisite, French 41 or placement test or permission of instructor. Every semester. (4 credits)

Topics Courses

50 TOPICS

Courses numbered 50 are occasional courses, offered by faculty at their own initiative or in response to student requests. Some topics courses include French Intellectuals and/in the World (Spring 2001), Paris and the Nineteenth Century (Spring 2002). The next topics courses will be offered in Fall 2002 by a visiting professor and in Spring 2002 by Dr. Françoise Denis on Belgian and Quebecois literature. (4 credits). First-year courses, reserved to first-year students, are also numbered as topics courses.

Culture courses

61 FRANCOPHONE STUDIES: HAÏTI, GUADELOUPE, MARTINIQUE

This course focuses on cultures and literatures from the French-speaking Caribbean islands: Haïti, Guadeloupe, and Martinique. The first part of the course will familiarize students with cultural particularities (music, religion, arts, society, economics, history) of the region. We will study the historical differences between the three islands (for instance the early independence of Haïti and the belated abolition of slavery in Martinique and Guadeloupe) and how each of them relates to France. The specificity of each island will be contextualized through the use of films, texts, pictures (photos and paintings), music, and electronic means. Prerequisite, French 52 or permission of the instructor. Alternate years; next offered Spring 2004. This course counts towards a minor concentration in Latin American studies. (4 credits)

63 CULTURAL TRENDS IN CONTEMPORARY FRANCE

A survey of current issues in contemporary France. The themes studied in this course include definitions of nation, culture, tradition and modernity and change in social, cultural, aesthetic and intellectual structures as well as immigration and diversity in France. Prerequisite, French 51 or placement test or permission of instructor. Alternate years; next offered fall 2003. (4 credits)

66 FRENCH CINEMA

A survey of French cinema from the thirties to the present. Through the works of directors such as Renoir, Carné, Cluzot, Truffaut, Godard, Tavernier, Varda (among others), the course will examine the

style and themes in French cinema from Realism to Nouvelle Vague to Post-Modernism. The course is conducted in English with the possibility of receiving credit for a concentration in French if the reading and writing is done in French. Prerequisite for French credit, French 52 or permission of the instructor. Alternate years. (4 credits.)

68 ART AND IDEAS IN FRENCH CULTURE (Same as Humanities and Cultural Studies 38)

The course studies the arts of France (art, architecture, music and literature) in their historical and intellectual settings. Topics and historical periods studied vary by semester. In Fall 1998 the emphasis was on the arts of contemporary France; in Spring 2001, it focused on representations of the body in 17th and 18th-century France. Prerequisite French 52 or permission of instructor. Alternate years; next offered spring 2003. (4 credits)

Literature and culture courses

72 MODERNITY AND CHALLENGES OF THE FRENCH MIDDLE AGES AND RENAISSANCE (Same as Humanities and Cultural Studies 32)

Introduction to the study and the context of French literary and artistic masterpieces from the 12th to the 16th century, with special focus on their ties with contemporary "mentalités" and events. The significance of specific works for audiences of their time will be extended to the study of their influence in subsequent centuries, including the 20th/21st. Particular attention will be paid also to our own representation and use of these past centuries in diverse contemporary media, such as films and advertisements. The thematic emphasis of the class, as well as the historical period, may vary by semester. Prerequisite, French 52 or permission of the instructor. Alternate years; next offered fall 2003. (4 credits)

73 THE 17TH CENTURY CLASSICISM: FORERUNNERS, DEVOTEES AND DEVIANTS

This course studies the literature of the 17th century in France. It focuses on the literary diversity of the so-called "classical period." Without neglecting the great works and authors of Classicism, it explores also the libertine and baroque currents of the time and the final questioning of the "classics" at the dawn of the 18th century. The reading list includes authors such as Descartes, Cyrano de Bergerac, Corneille, Pascal, Molière, Racine, Perrault etc. In a traditionally all-male French literary culture, it explores also the unique and asserting movement of the "Précieuses" as well as the birth of the French novel through the artistic creativity of women. Prerequisite, French 52 or permission of the instructor. Alternate years; next offered spring 2004. (4 credits)

74 LITERATURE AND CULTURE OF THE ENLIGHTENMENT

This course traces the literary and philosophical works that move France from the age of Versailles to the Revolution and the Terror at the end of the eighteenth century. Topics to be explored include the relationship between the individual and society, the rise of print culture and the novel, the philosophes and the salonnières, tolerance, atheism, libertines, the epistolary novel, education, and the Revolution. Readings include works by Prévost, Rousseau, Laclos, Diderot, Riccoboni, Graffigny, Voltaire, and Marivaux. Prerequisite, French 52 or permission of instructor. Alternate years; next offered fall 2004. (4 credits)

75 NINETEENTH CENTURY LITERATURE

This course emphasizes the two great literary genres of the century, poetry and the novel, as they were shaped by the artistic currents of romanticism, realism, naturalism and symbolism. Novelists studied may include Stendhal (*Le Rouge et le Noir*), Balzac (*La Peau de Chagrin*), Flaubert (*Mme Bovary*) and Sand ((*Indiana*)). Poets include the romantics (Musset, Vigny, Lamartine, Hugo and Desbordes-Valmore), the great bridge figure Baudelaire, and, from the end of the century, Verlaine, Mallarmé and Rimbaud. The theater is represented by the great drama of the romantic period, *Lorenzaccio* by Musset. Prerequisite, French 52 or permission of instructor. Alternate years; next offered spring 2005. (4 credits)

76 TWENTIETH CENTURY LITERATURE

Representative texts and cultural movements from the twentieth century are presented with their cultural background. Topics studied include Surrealism, Existentialism, the *nouveau roman*, the poetry of Négritude, and the works of major authors (Marcel Proust, André Gide, Jean Anouilh, Colette, Jean-Paul Sartre, Leopold Sedar Senghor, Nathalie Sarraute, Jean Genêt, Albert Camus, among others) and contemporary male and female authors from France and French-speaking cultures (Calixthe Beyala, Leïla Sebbar, Annie Ernaux, Michel Tournier, Nancy Huston). Prerequisite: French 52 or permission of the instructor. Next offered fall 2002 and fall 2005. (4 credits)

77 WOMEN WRITING IN FRENCH

The course is a survey of literature written in French by women, from Christine de Pisan's texts around the "Querelle des femmes" to contemporary feminist writing by women such as Hélène Cixous and Julia Kristeva. Materials also include works by feminist women writers from various areas of the world who write in French. Recent courses included Assia Djebar (Algeria) and Mariama Bâ (Sénégal). Taught in English with readings and papers in French for French credit. The course is approved for the Women's and Gender Studies Program. Prerequisite, French 52 for French credit. Alternate years. (4 credits)

Advanced Language Course

83 ADVANCED STYLISTICS

Advanced work in stylistics leading to the development of a personal style in French and creative writing. The course is intended primarily for advanced students who have studied in a French-speaking country. Prerequisite: permission of instructor. Every fall semester. (4 credits)

95 TUTORIAL

Prerequisite, permission of instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of instructor Every semester. (4 credits)

97 INTERNSHIP

Prerequisites for internships are four courses in French among those designated for the completion of a major or core concentration. Study abroad is strongly recommended. The internship does not count toward the major. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of instructor. Every semester. (4 credits)

Geography

Full Time Faculty: David A. Lanegran (Chair), William G. Moseley , Laura Smith

Part Time Faculty: Carol Gersmehl, George Latimer

Mellon Post-doctoral Fellow: William Rowe

The mission of the Geography Department is to advance the frontiers of geography through teaching, research and applications of geographic theories and insights in efforts to better understand global and regional situations and to resolve community issues. Our department curriculum contains courses that convey knowledge of the ways human activity in space is organized and the interactions of human activities and the physical environment. Geography possesses an integrated approach to human knowledge and has a global viewpoint. Through classroom and laboratory experience, field work, and community involvement, students are provided with the knowledge and skills required to carry out locational analysis, and appreciate the diversity of people and places, the integration of places on the surface of the earth, and the spatial processes that affect contemporary society. To achieve our goals the faculty and students engage in a variety of research projects, and we offer a range of courses for Macalester undergraduates, workshops and institutes for in-service teachers and informal learning activities for the community around us. The geography department plays an active role in Macalester's Action Research initiatives.

Career Orientation

The study of geography prepares students to enter a wide range of planning and analytical careers, as well as the field of education. Students go on to graduate programs in geography, architecture, business, urban and regional planning, community development, and environmental management. In recent years, several graduates have gone into careers in cartography and geographic information science.

General Distribution Requirement

All geography courses count toward the general distribution requirement in social science except courses numbered 16, 96, 97 and 98. Geography 16 counts toward the general distribution requirement in mathematics and natural science.

Diversity Requirement

The course which satisfies the international diversity requirement is numbered 11. The course which satisfies the domestic diversity requirement is numbered 42.

Major Concentration

The geography major consists of eight required courses and supporting courses in other departments. The classes comprising the major will be selected in a manner that builds from the introductory classes to the advanced seminars: a) one foundation course - Human Geography 11; b) two research methods courses - Cartography 25, and Discipline & Methods of Geography 78; c) four intermediate courses - e.g., Urban Geography 41, Regional Geography of the Post-Soviet Union 45; and d) one advanced seminar course numbered 88, e.g., Urban Geography Field Seminar.

The senior capstone requirement in geography will be satisfied by completing one 88 level geography seminar.

The department supports four types of programs: urban and regional planning, human-environment interaction and environmental management, international studies, and cartography/GIS. The intermediate and advanced courses taken by geography majors should concentrate in one or two of these areas.

Whenever possible, students are urged to avail themselves of the various opportunities offered by the college for study abroad or at other locations in the United States.

Core Concentration

A core concentration in geography consists of six courses in geography which must include Geography 11 and Geography 25, unless the student is excused by the department chair, and six complementary courses from other departments' courses selected by the student in consultation with the advisor and in consideration of his or her vocational goals.

Minor Concentration

A minor in geography may be achieved by completing five courses selected in consultation with a department faculty member and approved by the department chair.

A minor with an emphasis in GIS/Cartography may be achieved by completing five courses from among the following: Geography 25 (Intro to Cartography), Geography 64 (GIS), Geography 65 (Advanced Cartography and Urban GIS), Geography 96 (Independent Study—specific GIS focus), or Geography 97 (Internship—specific GIS focus), and one other Geography course above entry level.

Honors Program

The Geography department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Geography department are available from Geography department advisors.

Interdisciplinary Studies

Geography is an integrating and synthesizing discipline. The study of the earth's people and their physical surroundings requires combining the subject matter of many fields of study. The courses which best serve the student interested in interdisciplinary studies include: Geography 11 (Human), 25 (Cartography), 41 (Urban), and Geography 42 (North America).

Internships

Over the past several years the department, in cooperation with the Career Development Center, has sponsored preprofessional internships in a variety of natural resource and planning agencies and consulting firms. In some internships, students are paid for their work.

Further Preparation

To meet requirements for graduate study, students with majors or core concentrations in geography should select supplementary courses from the social sciences, the natural sciences, and the humanities and fine arts in consultation with their department advisors. It is also desirable that students preparing for graduate study take Geography 64 (Geographic Information Systems) and at least two 88-level research seminars in the department.

For other opportunities in related areas of study, see the catalog description of urban studies, international studies, environmental studies, and computer science.

Honors

The National Council for Geographic Education Award for Excellence of Scholarship is awarded to an outstanding senior majoring in Geography. The Geography Department Merit Award is presented to a student or students in recognition of significant contributions to the life of the department. In addition, exceptional majors, cores and minors in geography are eligible for

membership in Epsilon Kappa, the Macalester chapter of Gamma Theta Upsilon, the national honor society in geography. The traditional Golden Shovel award is given to students who distinguish themselves in seminars, class discussions, and on field trips. The Hildegard Binder Johnson Prize, named for the founder of the department, is awarded annually to outstanding students in geography.

COURSES

10 INTRODUCTION TO GEOGRAPHY: CONCEPTS AND REGIONS

This course will provide a comprehensive and wide-ranging overview of the discipline of geography. We will consider the basic concepts and skills necessary to begin the study of both individual places and regions in the world. Considerable attention will be paid to the holistic nature of geography and the need to understand the importance of physical processes as they relate to human occupancy and activity in a world regions context. Case method instruction is used in this course. No prerequisite. Materials fee. Not offered in 2002-2003. (4 credits)

11 HUMAN GEOGRAPHY OF GLOBAL ISSUES

This course is an introduction to the global perspectives, basic concepts and fundamental questions of geography. It focuses on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies over space. Major topics covered will be the human perception of earth space and the ways people give order to space; the growth and distribution of human population; the localization and spatial characteristics of patterns of settlement and land use; geopolitics and colonialism; the geography of economic development and modernization; principles of the analysis of spatial diffusion; spatial aspects of retail marketing; the geographic analysis of issues in industrialized societies focuses on gender issues, racism, poverty, sport, and religion. No prerequisite. Every semester. (4 credits)

12 INTRODUCTION TO URBAN STUDIES

This overview of urban life will be interdisciplinary and experiential. We will examine how cities are shaped by history, geography and economics. We will meet with ethnic and community based organizations and learn how diverse cultures and values come together and sometimes collide on the common ground at the urban landscape. We will consider how schools succeed and sometimes fail to provide a passage way to that common ground. We will see how the market economy, evolving in an increasingly global scale, with growing reliance on information technology is reshaping cities and regions.

Lectures will be drawn from the disciplines of history, geography, sociology, economics and education. The readings and lectures will be examined against the backdrop of a first hand engagement by the class in the neighborhoods of the Twin Cities. No prerequisite. Fall semester. (4 credits)

16 PHYSICAL GEOGRAPHY

A systematic introduction to the processes operating on the surface of the earth, their spatial variation, and their contribution to the spatial patterning of life on earth. The course stresses interactions among climate, landforms, soils and vegetation and, to a lesser extent, examines human interaction with the environment. No prerequisite. Not offered 2002-2003. (4 credits)

25 INTRODUCTION TO CARTOGRAPHY AND GEOGRAPHIC INFORMATION

This course provides an introductory integrative experience with visualization and manipulation of geo-spatial data. Students will compare and evaluate vector and raster digital geographic data commonly used in Geographic Information Science (e.g., DOQs, TIGER files, DEMs, and census boundaries). Course projects investigate scale, coordinate systems, and projection for geo-spatial data. Projects include classification of demographic data and query/analysis of vector and raster data. Three hours lab per week is required. Materials fee is required. Permission of instructor. Every semester. (4 credits)

32 PEOPLE AND THE ENVIRONMENT

A seminar-style course examining how humans interact with their environment in an historical context and how the nature and consequences of their actions have evolved along with their technologies. The course focuses on natural resource use and contrasting conventional development with sustainable approaches to resource use. Spring semester. (4 credits)

41 URBAN GEOGRAPHY

This course seeks to explain the evolving pattern of cities across the earth in terms of the distribution and movement of resources and people. In addition, a careful analysis of the development and internal spatial structure of North American cities will be carried out. Much class time will be spent on discussion of contemporary urban problems such as segregation, unequal investment, and control of public space as well as attempts at their solution. This is intended for all students intending to major in Urban Studies. Field work required. No prerequisite. Fall semester. (4 credits)

42 REGIONAL GEOGRAPHY OF NORTH AMERICA

This course will explore the ways in which diverse groups of people interact with the natural environment to produce the contemporary cultures and regional differentiation of the U.S. and Canada. Special attention will be given to the development of Native American lands and to the changes in distribution of ethnic groups. Emphasis on patterns of human settlement economic activity, land use, and physical geography. Fundamental understanding of both region and concept. Case studies and short field trips will be used to demonstrate broad themes at a more personal scale. No prerequisite. Offered fall 2002. (4 credits)

45 REGIONAL GEOGRAPHY OF THE POST-SOVIET UNION

This course deals with the complexities of the geography of the world's largest set of states, the Post-Soviet Union. Discussions center on the growth and expansion of Russia in pre revolutionary times and the solidification and demise of the Soviet Union in the 20th century. Particular attention is drawn to the physical setting, settlement patterns, population growth and composition, ethnic groups, economic patterns, relationships of the Post-Soviet Union with other regions of the world, and prospects for the future. Case method instruction is used in this course. No prerequisite. Not offered 2002-2003. (4 credits)

50 TOPICS

Examination of special topics of interest to faculty and students, such as a study of the processes by which the spatial environment is mentally organized by people, geographical problems in economic development, regions of the world, etc. No prerequisite. (4 credits)

61 GEOGRAPHY OF WORLD URBANIZATION

This course is focused on the development of the global urban system. Primary topics include the rise of non-industrial cities in Africa and Asia, rise and expansion of the industrial urban network in Europe, colonial cities and the growth of "world cities," those large urban areas that are command and control points in the world economy. In addition, models of the internal spatial structure of cities in various parts of the world will be examined. Special emphasis will be given to the comparison of socialist and capitalist urban planning. Students will be responsible for conducting research on specific urban systems in different regions. Students are required to use the Internet for research and creation of a course web site on the Geography Department Home Page. Spring semester. (4 credits)

64 GEOGRAPHIC INFORMATION SYSTEMS: CONCEPTS AND APPLICATIONS

This course provides students with the basic concepts and principles essential in applying geographic information systems (GIS) to practical project development in areas such as natural resources management, urban studies, and geographic education. Topics covered in the course include data collection, data quality and metadata, data structures, visualization, and spatial analysis and modeling. Students are required to develop GIS projects. Laboratory work is required. Materials fee of $35 is required. Prerequisite, Geography 25 and permission of instructor. Offered fall 2002. (4 credits).

65 ADVANCED CARTOGRAPHY & URBAN GIS

This course uses computer tools to compare the logic and choices afforded by computer mapping software to produce thematic and reference maps and to perform spatial analyses. Currently, we employ ArcView software for detailed experience with datasets (e.g., TIGER files, census data), with

data manipulation (e.g., digitizing, database modification), and with selected analyses. Our projects focus is on urban GIS and questions developed by and for neighborhoods. Laboratory work is required. Materials fee is required. Prerequisites, Geography 25 and permission of instructor. Offered spring 2003. (4 credits)

78 THE DISCIPLINE & METHODS OF GEOGRAPHY

A survey of geography methods and practices. Geography as an integrating discipline in the social sciences and humanities, geographical research, preparation and presentation of research reports, discussions of geographic study and vocational choices, discussion of honors projects. Fulfills quantitative methods distribution requirement. Materials fee. Spring semester. (4 credits)

88 SEMINARS

Cities of the 21st Century

This capstone seminar in Urban Studies will focus on pressing issues and opportunities of North American cities. It will focus on a series of readings and guest lectures on the policy implications of trends in the urban conditions. Special emphasis will be given to geographic development, neighborhood conservation, suburbanization, political institutions and the role of special interest groups. In addition to participating in the seminar discussions students will be expected to do field work. Every year. (4 credits)

Urban Geography Field Seminar

A research methods course in which students will conduct an individual inquiry in one of the following sub-fields of urban geography: spatial structure of urban areas; spatial interaction; problems of economic localization; and factors in intra-urban residential mobility. Students will be expected to participate in group projects which may produce either a written report or a map. The seminar focuses on topics of special interest to local communities and is part of the Action Research Program. Prerequisite, Geography 41 or permission of the instructor. Alternate years; next offered fall 2003. (4 credits)

Advanced Topics: Transportation Geography Seminar

A research seminar in which students will conduct an individual inquiry into transportation geography, from issues of transport problems and planning to the social and environmental effects of transport. The course will emphasize current research and planning trends, and new approaches (e.g. congestion pricing, urban growth limits) to a variety of traditional transportation problems. The course will also include guest speakers and field trips. Prerequisite, permission of the instructor. Offered spring 2003. (4 credits)

Historical Geography of Urbanization

A research methods course in which students will conduct inquires on the development of urban settlement forms throughout the world. The genesis of contemporary American landscapes with an emphasis on the Middle West. Field trips and individual projects. The seminar frequently produces studies of a neighborhood in cooperation with a local community. It is part of the Action Research Program. Prerequisite, Geography 41 or permission of the instructor. Alternate years; next offered fall 2002. (4 credits)

Themes in Contemporary Geography

An observer of developments in geography, especially human geography, during the last two decades will be struck by the number and variety of new conceptual approaches making their way into the discipline. From the first significant reactions by behavioralists in the early 1970s against geography's positivist focus, through the Marxist, humanistic and structuralist movements of the 1970s and 1980s, and more recently the incorporation of feminist thought and post-modernism, the discipline has undergone rapid and wide-ranging changes. The seminar will address selected contemporary themes in geography. Case method instruction is used in this seminar. Prerequisite, Geography 78, geography major. Materials fee. Fall semester. (4 credits)

96 INDEPENDENT PROJECT

A limit of one independent project may be applied toward the major. Independent projects may not be included in the core concentration. An independent study internship that clearly focuses on GIS may be applied to the GIS minor in Geography. Every semester. (4 credits)

97 INTERNSHIP

Students work with a Twin Cities community organization, agency or business, learning particular skills, factual knowledge about "real world" operations and interpersonal communications. Internships are individually designed around students' interests, college studies and career goals. Advanced planning is required through the Internship Office. Not more than one internship may be included toward the major or core concentration. An internship that clearly focuses on GIS may be applied to the GIS minor in Geography. Every semester. (4 credits)

98 PRECEPTORSHIP

Every semester. (4 credits)

Geology

Full Time Faculty: John Craddock, Ray Rogers (Chair), Ben Sheets, Karl Wirth

Part Time Faculty: Kristi C. Rogers

Lab Supervisor: Jeff Thole

The Geology Department welcomes students with an interest in the Earth and its 4.6 billion year history. Our courses address current topics in earth science and provide an appreciation of scientific principles and techniques used to explore the dynamic Earth. A selection of introductory-level courses serves the general college community. A diversity of upper-level courses enables students to pursue specialized interests within the geosciences and related fields (e.g., Environmental Policy and Law). Ultimately, the program strives to provide skills and experiences that foster critical thinking and a lifelong curiosity in the natural world.

Students planning a career in the earth sciences should complete the departmental major. Students that wish to incorporate an interdisciplinary specialization into their major should consult department faculty for advice on appropriate courses. Subfields of specialization could include geochemistry, geophysics, environmental geology, hydrogeology, remote sensing, economic geology, geoarchaeology, and paleobiology, among others.

Graduate study is a prerequisite for most professional work in the earth sciences. Our major program is designed to provide a broad and thorough background that prepares students for advanced work in any of the many fields of earth science. A geology major also provides a foundation for other potential careers. For example, some of our recent graduates have entered law school to prepare for employment in environmental or corporate law, while others have used their geologic education as a stepping stone to the business world.

Geology participates in the Environmental Studies program. Students may choose to double major in Geology and Environmental Studies, and to this end the department offers several courses that address natural processes and the effects of human activities on terrestrial and marine systems (e.g., Geomorphology, Hydrogeology, Natural Hazards, Oceanography).

The department houses an excellent teaching collection of rocks, minerals, and fossils. In addition, the department is home to the evolving Henry Lepp

Museum, which is located on the first floor of the Olin-Rice Science Hall. Exhibits include skeletal mounts of *Herrerasaurus* and *Eoraptor*, which are among the oldest known dinosaurs.

Several research laboratories are well equipped for a diversity of student research interests. Complete laboratory equipment is available for rock cutting, polishing, and grinding and for optical microscopy. In addition, the department's Mark Erick Andersen Student Computer Lab has several new Macintosh and PC computers and associated multimedia presentation equipment.

Students have access to modern instrumentation within the Science Division's Keck Laboratory. Many Geology class laboratory exercises incorporate the variety of available instruments, which include a scanning electron microscope with energy-dispersive X-ray spectrometer, an X-ray diffractometer, a transmission electron microscope, a gamma-ray detection system for instrumental neutron activation analyses, and an X-ray fluorescence spectrometer. Students also have the opportunity to incorporate this extensive array of analytical tools into faculty-student research projects and honors theses.

Many majors gain practical experience through Macalester's internship program, through honors projects, and through special research projects conducted with the guidance of individual faculty members. Recent projects include geochemistry of rift-related rocks of northern Minnesota, analysis of ancient sedimentary environments in Madagascar and Zimbabwe, coastal evolution and geoarchaeology in Greece, geochemistry of volcanic rocks of the Galapagos Islands, structural studies in Iceland and Wyoming, and interpretation of landscape evolution in the Badlands of South Dakota.

General Distribution Requirement

All courses in the geology department count toward the general distribution requirement in natural science and mathematics.

Major Concentration

The requirements for a major in geology are: 39 credits in geology, five supporting science courses, and completion of the senior capstone in geology (Geology 88: Senior Seminar). The 39 credits in geology must include 20, 21, 61, 62, 63, 64 and 88 (for a total of 29 credits), and 10 credits of electives. Of the electives, only 4 credits can be from courses with numbers less than 20, and 5 credits must be from courses with numbers greater than 70. All majors are encouraged to take a Research Methods course soon after declaring a major. The five supporting science courses must include Chemistry 11, Physics 26, and Math 21; two other science courses can be selected from Chemistry 13, Physics 27, Math 22 or 27, or Biology 21, 22, 23 or 24. Most graduate programs generally assume that undergraduate applicants will have had petrology, paleontology, one year of calculus, one year of chemistry, one year of physics, and a geology field camp in their undergraduate curriculum. Foreign language and computer programming skills are also highly recommended for students intending to

pursue graduate degrees. Additional information about subdisciplines (mineralogy, petrology, structure, geophysics, paleontology, sedimentology, stratigraphy, and environmental geology) and suggested electives are available from the faculty in geology.

Core Concentration

The core concentration consists of six courses in geology and six courses from a related field or fields. This program is particularly suited for environmental studies majors or for prospective secondary school earth science teachers. Core concentrators should take Geology 20, 21, 61, plus three appropriate geology electives. The additional six courses in outside fields must be selected in consultation with members of the department.

Minor Concentration

A minor in geology consists of Geology 20 and 21 and three geology electives.

Honors Program

The Geology department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Geology department are available either from the department office or the Dean of Academic Programs.

Further Preparation

A course in physical chemistry is strongly recommended for those students preparing for graduate study in geology. A geological field course (a summer field camp is taught by us in concert with Beloit College, and many other field camps are available each summer) or one or more summers of field experience in the mining or petroleum industry is frequently a requirement for admission to graduate programs in geology. Consult with members of the department for recommended field courses and for summer employment opportunities in geology.

COURSES

12 OCEANOGRAPHY

An introduction to the marine environment covering such topics as the heat balance of the seas, oceanic circulation, the composition, configuration and origin of the sea floors, geochemical cycles, history of sea water, and marine ecology. The role of the oceans as a potential source of food and raw materials will be investigated. Fall 2002. (4 credits)

20 PHYSICAL GEOLOGY

An introduction to the materials and structure of the earth and to the processes acting on and in the earth to produce change. Evolution of landforms and the formation of earth resources. Includes discussions of the important role of geologic processes in the solution of environmental problems. Required for environmental studies and geology majors. Local field trips. Three hours lecture and two hours lab per week. Fall 2002. (4 credits)

21 HISTORICAL GEOLOGY

An overview of the history of the earth for the past 4.6 billion years. Concepts and topics include: geologic time, plate tectonics, evolution of continents, oceans, ocean basins, atmosphere, and life, the physical development of North America, and evolution of life from simple forms through vertebrates to humans. Three hours lecture and two hours lab per week. Fossil collecting on field trip. Spring 2003. (4 credits)

41 PLANETARY GEOLOGY

An introduction to the composition and character of the planets, the evolution of the solar system, and the methods used in studying the solar system. Readings and discussions will include planetary formation; the geology of the Earth, Moon, Sun and other planets, atmospheres; remote sensing instruments and techniques; meteorites and comets; the role of impacts. Projects will involve the use of remote sensing data from several different planets and the examination of solar system materials. Field trip and final project required. No prerequisites. Spring 2003. (4 credits)

42 DINOSAURS

Dinosaurs dominated Earth's terrestrial landscapes for approximately 160 million years, and then, with the exception of birds (which are dinosaurs!), vanished in one of the "big-five" mass extinctions in the history of life. This course will explore a variety of topics relating to the dinosaurs, including their ancestry, their paleobiology and behavior, the reason(s) behind their dramatic diversification and ecological success, and the theories that pertain to their dramatic disappearance 65 million years ago. Fall 2002. (4 credits)

50 TOPICS

One or more topics are normally offered in alternate years. Depending upon student interest these may be courses designed for geology majors requiring some prerequisites, or they may be non-prerequisite courses on some topic in the earth sciences not covered in regular courses.

52 FIELD EXCURSION SEMINAR

The geology and geography of a region will be studied during a geologic field excursion to a region. The excursion will be preceded by a seminar course that includes readings and oral presentations. A student may take the seminar more than once for credit. Prerequisite: Geology 20 or permission of instructor. Alternate years. (2 credits)

53 GEOLOGICAL EXCURSIONS

This course focuses on the geology of a foreign country or a region of the U.S. It also includes a study of the geography and culture of the region. It is designed as a January course. One week is spent in developing background information, followed by a field excursion to the region for two to three weeks. The region to be studied will be different each year and a student may take the course more than once for credit. This course is offered on a pass/fail basis. Prerequisite: Permission of instructors. Fall 2002. (2 credits)

61 MINERALOGY

The relationships between symmetry, chemistry, physical and optical properties, and occurrence of minerals will be emphasized. General cosmochemistry, geochemistry and crystal growth will also be discussed. Laboratory projects include crystal morphology and symmetry, optical mineralogy, x-ray diffraction, wet chemistry, and the identification of common rock-forming minerals. Three hours lecture and three hours lab per week. Field trips. Prerequisite: Geology 20 and one course in chemistry or permission of instructor. Fall semester. (5 credits)

62 STRUCTURAL AND FIELD GEOLOGY

An introduction to primary and secondary structures of rocks, the mechanics of rock deformation, and global tectonics. Discussions of the origins and interpretations of major rock features using hand samples and thin sections. Problem sets using graphical techniques in solving structural problems and map interpretation. Introduction to mapping techniques. Three hours lecture and three hours lab per week. Field trips. Prerequisites, Geology 20 and 21. Spring semester. (5 credits)

63 SEDIMENTOLOGY AND STRATIGRAPHY

Principles of sedimentology and stratigraphy and the interpretation of ancient sedimentary environments. Topics covered include origin and classification of sediments and sedimentary structures, diagenesis, facies models, and stratigraphic and basin analysis. Field trips. Prerequisite, Geology 21 or permission of the instructor. Three hours lecture and three hours lab per week. Spring semester. (5 credits)

64 GEOMORPHOLOGY

Study of processes that modify Earth's surface and the resultant landforms. Investigation of the multitude of factors that have contributed to modern landscapes, including climate change, rock type, vegetation, and human land use. Environmental change at various scales and the effects of this

change on landforms and landscapes. Subjects include soils, erosion, streams, groundwater, landscapes controlled by geologic structure, volcanoes, glaciers, coasts, and more. Field trips with a focus on glacial and nonglacial geology of upper Midwest. Prerequisite, Geology 20 or permission of instructor. Fall semester. (5 credits)

71 PETROLOGY

The classification, occurrence, and origin of igneous, metamorphic, and sedimentary rocks. Emphasis will be on the relationships between lithology, geochemistry, and tectonic setting. Laboratory exercises include hand specimen identification, thin-section interpretation, textural analysis, major and trace element modeling, SEM/EDS and XRF analysis. Students participate in a semester-long research project on a local geological feature. Three hours lecture and three hours lab per week. Field Trips. Prerequisite: Geology 61. Spring semester. (5 credits)

72 GEOPHYSICS

Lecture and reading topics will include comparative planetary evolution, earth's physical fields (gravitational, magnetic, electrical), seismology, seismic interpretation, the geoid, rock magnetism and paleomagnetics, heat flow, earth structure and a discussion of exploration geophysical methods. Lab and lab project. Alternate fall semesters, next offered fall 2003. (5 credits)

73 PALEONTOLOGY

Taxonomy, morphology, paleoecology and evolution of microfossils, vertebrates and invertebrates. Use of fossils in stratigraphy and as indicators of paleoenvironments. Three lectures and one three-hour lab per week. Local field trips and one weekend field trip to southern Minnesota and Iowa. Prerequisite, Geology 21 or permission of the instructor. Not offered 2002-2003. (5 credits)

88 SENIOR SEMINAR

Junior and senior majors will participate with faculty and staff in readings, presentations, and discussions of recent publications related to a central theme (e.g. plate tectonics, global change, or mass extinctions). The historical and philosophical roots of geology will also be examined. Two hours per week. Field Trips. Prerequisite: permission of instructor. This course is offered on an S/D/NC grading option. Spring semester. (1 credit)

95 TUTORIAL

Closely supervised individual or small group study with a faculty member in which a student may explore, by way of readings, short writings, etc., in an area of study not available through the regular catalog offerings. Prerequisite, permission of the instructor. The department chair will determine if this course may be applied toward the major or core. Every semester. (1–4 credits)

96 INDEPENDENT PROJECT

Independent study of geologic problems or preparation of senior research thesis. Prerequisites, junior or senior standing and permission of the instructor. The department chair will determine if this course may be applied toward the major or core. Every semester. (1–4 credits)

97 INTERNSHIP

Work that involves the student in practical off-campus experience. Consent of the department is required. The department chair will determine if this course may be applied toward the major or core. Every semester. (1–4 credits)

98 PRECEPTORSHIP

Work in assisting a faculty member in the planning and teaching of a course. Prerequisite, permission of the instructor. The department chair will determine if this course may be applied toward the major or core. Every semester. (1–4 credits)

German Studies and Russian

Full Time Faculty: Brigetta Abel, Gitta Hammarberg , Hilde Hoogenboom, Rachael Huener, A. Kiarina Kordela, Tamara Mikhailova, Linda Schulte-Sasse (Chair), James von Geldern

Part Time Faculty: R. Ellis Dye, Gisela Peters

German Studies

The German Studies program aims at enabling students to develop full proficiency in speaking, understanding, reading and writing the German language. It also offers an interdisciplinary approach to German literary, intellectual, and cultural history as well as to the intellectual, cultural, economic and political life of the contemporary German-speaking countries. German is the language of many of the greatest and most influential minds of world history—of Luther, Bach, Beethoven, Brahms, Mozart, Kant, Hegel, Arendt, Goethe, Freud, Marx and Einstein—and also of the Austrian Adolf Hitler, who sponsored the most tragic episode in two thousand years of German history. Germans have won nine Nobel Prizes for literature alone, the latest being Günter Grass in 1999. To a significant extent, the thoughts and compositions of uncounted giants of the mind and spirit are formulated and recorded in historical, literary, philosophical, musical and scientific works in a way that cannot be adequately understood by anyone who does not know the German language well.

With over a hundred million native speakers, German is *the* European language to know, since it is the native language of all Germans, Austrians and of 70 percent of the Swiss, and is the second language of many Eastern Europeans. Germany alone has not only the largest population in Europe, it is Europe's strongest economic, political, and military power and the core of the European Union. "German" companies such as Bertelsmann, Siemens, Bayer, and Daimler-Chrysler are among the largest and strongest international conglomerates today. It has been predicted that the Euro will rival the dollar as the world's leading currency in the twenty-first century, and that Europe, dominated by Germany, will be the world's strongest economic power. The German-speaking countries have adopted a pro-active, cosmopolitan approach to the world's problems. They will be primary players in the new century and millennium. While English is sure to dominate world commerce, knowledge of German will provide a competitive advantage to those who strive to gain commercial preeminence.

German Studies builds a foundation for graduate work in many academic fields that call for a thorough knowledge of German language, culture, and history. It also helps prepare students for employment in teaching, foreign service, the media, business, law, tourism, translation, publishing, and arts administration. When augmented by the required sequence of courses and training in the Education Department, the major in German Studies qualifies students for licensure to teach German in secondary schools. Please consult the Education Department regarding specific licensure requirements. The German Studies

Department also provides offerings in English directed at the broad Macalester community as well as departmental majors. Since 1971, more than 50 Macalester graduates in the field of German have won Fulbright, DAAD, or ITT Fellowships for study in Germany, Austria, and Scandinavia, a record paralleled by few American colleges of comparable size.

The German House

Students compete for the privilege of living in the Macalester German House, where daily conversation with a resident native German speaker and other students of German both improves oral proficiency in German and develops increased understanding of German, Austrian and Swiss culture and society. The German House is also the center of the German Studies program's social activities.

The German Study Abroad Program

Since 1969, Macalester College has maintained a successful study abroad program in Germany and Austria. This program is open to non majors as well as majors. A student's participation in the program is subject to approval by the Study Away Review Committee. Students with the requisite language skills (completion of Intermediate German II or the equivalent) may be admitted. The program includes:

1) a two-month term (January and February) of intensive language instruction at the Sprachinstitut in Tübingen, Germany (4 credits); and

2) in Vienna, Austria, courses at the Austro-American Institute (4 credits each, March through May): *German Literature (Lived Theater)*, *Austrian Cultural History (Austria's Multicultural Tradition)*, and *Austria and the European Union*. Additionally, students will select a course at the University of Vienna (March through June) and a non-credit bearing Internship (June). All courses are taught in German. An on-site Macalester faculty member is Director.

Further information on the Macalester German Study Abroad Program is provided by the Department and the Macalester International Center.

The Tübingen Exchange

Macalester has initiated a reciprocal exchange program with the University of Tübingen. Each year, a Tübingen student enrolls at the college and one Macalester student matriculates at Tübingen. The exchange is open to students from all departments, but candidates must possess a superior knowledge of the German language. Applicants should consult the Department of German Studies and Russian or the International Center regarding requirements for participation.

German Native Speaker

Students of German Studies are supported in attaining language skills with the assistance of Native Speakers, who live in the German House and lead laboratory conversation sessions for courses numbered 11, 12, 15, 21, 22 and 31.

General Distribution Requirement

All courses in German Studies count toward the general distribution requirement in humanities.

Diversity Requirement

German Studies courses numbered 31, 41, 55, 60, 63, 64, 65, 66, and 88 count toward satisfaction of the international diversity requirement.

Major Concentration

A departmental major in German Studies consists of:

a) 32 semester credits in German Studies above Intermediate German II, to include:

German Studies 41; at least two of the following: German Studies 63, 64, 65, and 66; and German Studies 88 as the senior capstone experience.

b) 8 semester credits outside the German Studies Department, which must include:

1) One course providing an introduction to critical theory and approved by the Department. Preapproved courses include: Humanities and Cultural Studies 10, English 30 or 83, International Studies 10, Political Science 37 or 38, Women's and Gender Studies 55 or 88.

2) One other course with at least a 50% German Studies content in a field such as Anthropology, Art History, Dramatic Arts, Economics (e.g. 27), Geography, History (e.g. 64 or 67), Music, Philosophy, Political Science, or Religious Studies (e.g. 46).

c) Participation in the Macalester German Study Abroad program or its equivalent is also required.

Core Concentration

A core concentration gives its possessor a competitive advantage over a student whose professional credentials would otherwise be equivalent. A mark of the student's humanistic learning and breadth of understanding, it particularly enhances the credentials of teachers with majors in subjects other than German Studies.

A core concentration consists of 24 semester credits beyond Intermediate German II, to include German Studies 31 and 41, plus 24 supporting credits outside of the German Studies Department. Eight of the outside credits must be selected from the supporting credits approved for a German Studies major (see description of major above).

Minor Concentration

A minor in German Studies consists of 20 semester credits beyond Elementary German II, to include German Studies 21 and 22 (or equivalent), 31 and 41.

Policy on German Language Grades

In order to be accepted into the next higher German language course in the sequence, a student must have received a grade of C- or higher in the previous course. For additional information regarding the language requirement, see the college requirements.

Honors Program

The German Studies department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the German Studies department are available either from the department office or the Dean of Academic Programs.

COURSES

11 ELEMENTARY GERMAN I

Introduction to German language and culture. Emphasis on comprehension of oral and written contemporary German as well as developing elementary oral proficiency. The course emphasizes vocabulary recognition and acquisition within a variety of concrete contexts. Students develop facility with German within highly structured contexts. Contemporary culture in German-speaking countries provides the content of the course. For beginning students with no previous German language instruction. Three hours per week plus laboratory conversation hour. Every fall. (4 credits)

12 ELEMENTARY GERMAN II

Continuation of introduction to German language and culture. Vocabulary acquisition continues within broader contexts. Emphasis on both oral and written production with continuing development of reading and listening skills. Students develop creativity and facility with the language using primarily concrete vocabulary within meaningful contexts. The course provides an introduction to extended reading in German as well. Three hours per week plus laboratory conversation hour. Prerequisite: German 11 with a grade of C- or better, or permission of instructor. Every spring. (4 credits)

15 ACCELERATED ELEMENTARY GERMAN

An accelerated course which covers material and proficiency development normally covered in German Studies 11 and 12. The course is for students with prior experience with German who need a concentrated review or students with previous other foreign language background who wish to work at an accelerated pace. Three hours per week plus conversation laboratory hour. Every semester. (4 credits)

21 INTERMEDIATE GERMAN I

This course is designed to help students increase their proficiency in the German language while emphasizing authentic cultural contexts. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration and develop tools and discourse strategies for culturally authentic interaction with native speakers. Cultural topics are expanded and deepened. Prerequisite, German Studies 12 or 15 with a grade of C- or better, or placement test, or consent of the instructor. Three hours per week plus conversation laboratory hour. Every semester. (4 credits)

22 INTERMEDIATE GERMAN II

The course aims to help students attain a comfort level with extended discourse in German within culturally appropriate contexts. Students develop the ability to comprehend authentic spoken German on a variety of topics at length. They develop effective strategies for comprehending a variety of texts and text types. They gain increased facility with extended discourse, such as narrating and describing. Writing in German is also developed so that students can write extensively about familiar topics. Prerequisite, German Studies 21 with a grade of C- or better, or placement test, or consent of the instructor. Three hours per week plus laboratory conversation hour. Every semester. (4 credits)

23 CULTURE COMPONENT FOR STUDY ABROAD

This course provides cultural preparation for students with advanced language skills who plan to study German language, literature and culture abroad. Emphasis on practical needs and everyday cultural understanding. Also an introduction to German cultural history. Taught in German. Every fall. (2 credits)

31 GERMAN THROUGH THE MEDIA

Students continue enhancing their German language skills while exploring contemporary issues through media, ranging from television shows to commercials, films, magazines, newspapers and the Internet. At the end of the course students should be able to converse and write on a relatively sophisticated level about a variety of social and academic topics, and be comfortable reading or listening to contemporary German. Excellent preparation for study abroad. Prerequisite: German Studies 22, placement test or permission of instructor. Taught in German. Three hours per week plus conversation laboratory hour. Every semester. (4 credits)

41 INTRODUCTION TO GERMAN STUDIES

This course is designed to equip students for advanced study of German intellectual history and literature, as well as contemporary German-speaking societies. Students will gain competence in a variety of education/information media (including computer software and the Internet as well as library and film/television sources) while critically investigating important political, social and aesthetic questions in the German cultural context. These questions include the grounding of modern notions of the self and other, the function of narrative since the eighteenth century, what it has meant historically and means today to be "German," and Germany's role in the move toward European unification. The texts used to examine the relationships among literature, culture, history and contemporary society will include both literary and non-literary works by Kant, Lessing, Goethe, Kleist, Büchner, Marx, Nietzsche, Thomas Mann, Kafka, Ingeborg Bachmann, Christa Wolf, Peter Schneider, Aysel Özakin and others. Conducted in German. Prerequisite: German Studies 31, placement test, or permission of instructor. Every semester. (4 credits)

50 TOPICS

Recent courses: Existentialism; Love and Death in Literature and Music; Modernism/Postmodernism. May be taught in English or in German. Offered every year. (4 credits)

55 GERMAN CINEMA STUDIES

Changing topics in German film. Possible titles include: Film, Philosophy, Politics; Film and the Fantastic; Form and Gender in German and American Cinema; Cinema of the Weimar Republic; Nazi Cinema; Where am I in the Film? Students may register up to two times for courses numbered 55, provided a different topic is offered. No prerequisites. Taught in English. Every year. (4 credits)

60 PROSEMINAR IN GERMAN STUDIES

Changing German Studies topics such as: Desire, Reason and Power in Modernity; Modernity and the Unconscious; German Nationalism and its Legacy; Kafka and German Expressionism; Karl Marx and the Development of Communism; German Political Theater; Nietzsche: Romantic, Modern, Postmodern. Students may register up to two times for courses numbered 60, provided a different topic is offered. May be taught in German or in English. Every year. (4 credits)

63 ROMANTICISM

Starting with Pre-romanticism and the *Sturm und Drang*, students in this course explore the writings of Goethe, Schiller, Hölderlin, Kleist and the members of the Romantic School (the Schlegels, Tieck, Clemens and Bettina Brentano, Karoline von Günderrode, Eichendorff and others). The course considers the effects of the Napoleonic wars on German literary culture as well as the influence of German Romanticism on the later romanticisms of France, England, Italy and on both the American transcendentalists and Edgar Allan Poe. Taught in German. Alternate years; next offered fall 2002. (4 credits)

64 THE BIRTH OF MODERN GERMANY

This course explores German literature and thought during the Industrial Revolution as well as concomitant social and political events—the creation of the customs union, the drive for national unity and for a constitutional guarantee of civil rights, the revolutions of 1848 and the Communist

Manifesto by Marx and Engels. We will critique the concept of realism and the project of representing reality in the arts. Among the thinkers and writers considered are Nietzsche, Heine, Droste-Hülshoff, von Ebner Eschenbach, Mörike, Keller, Storm and Gerhart Hauptmann (whose play "The Weavers" dramatizes the social effects of automation in the 1840's). Taught in German. Alternate years; next offered fall 2003. (4 credits)

65 MODERNISM AND THE AVANT-GARDE

The course will be framed by an exploration of the terms modernism, avant garde and, implicitly, postmodernism, all of which reflect differing (though sometimes overlapping) understandings of the relation between "high" art and mass culture. Similarly all are intertwined with historical, political, and economic developments, whether a world war, totalitarianism, or the influence of consumer capitalism. Proceeding from this reciprocal relationship, we will explore various aspects of the cultures of modernism and the avant-garde in the German-speaking world. Topics will include: expressionism and Kafka, Dada and surrealism, the "New Objectivity" and rise of cinema in the Weimar Republic, Brecht's epic theater, "high" modernism of figures like Thomas Mann, Hermann Hesse, Else Lasker Schüler, culture criticism (e.g., Theodor Adorno's theory of modernism) and questions of canonization (the dominance of "high" culture in schools, universities, and museums). Taught in German. Alternate years; next offered spring 2004. (4 credits)

66 POSTWAR GERMANY

The course will begin with an overview of National Socialism as a basis for understanding the cultural leap that Germany undertook following World War II. It will examine issues of *Vergangenheitsbewältigung* (coming to terms with the past), the economic miracle in West Germany, and the evolution and collapse of the German Democratic Republic. The course will conclude with opportunities and problems generated by reunification. We will look at texts by writers such as Handke, Kroetz, Plenzdorf, Strauß, Rinser, Morgner, Bachmann, and Wolf, as well as films and other media. Taught in German. Alternate years; next offered spring 2003. (4 credits)

88 SENIOR SEMINAR IN GERMAN STUDIES

Designed as a capstone experience in German Studies, the seminar brings together fundamental questions engaged by the field of German Studies, and enhances students' understanding of the theories and methodologies informing contemporary scholarship. Part of the seminar will be devoted to study of an aspect of German Studies; students will then conduct independent research, which will serve as the basis of class discussions during the latter part of the semester. Changing topics may include: Constructing National Identity; Radicalism and Conservatism in Modernism; Goethe's *Faust*; Centrality and Marginality in German Culture; German Nobel Prize Winners. Taught in German. Every year. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester. (4 credits)

97 INTERNSHIP

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester. (4 credits)

Russian

The Russian division of the department of German Studies and Russian offers students the opportunity to learn one of the world's most widely spoken languages. The Russian cultural heritage is vast and rich, including such writers

as Dostoevsky, Tolstoy, Pushkin, Chekhov, Akhmatova, Pasternak, Solzhenitsyn, and Brodsky, as well as some of the world's most renowned composers, choreographers, filmmakers, and artists. Moreover, because of Russia's unique history and geographical setting, anyone who studies its language and culture has the opportunity to gain vital insights into some of the most important historical processes of our time. As Russia remakes itself and opens its borders to the rest of the world, graduates with a knowledge of Russian will have greater opportunities in government service, joint ventures in business, ecology, medicine, scientific research and many other areas.

The Macalester Russian program prepares students for graduate studies in the Slavic field and other disciplines, and augments their preparation in other departments for work in government or in the growing field of international commerce. It contributes to the program in Russian, Central and East European Studies, and can fruitfully complement studies in the humanities and international relations.

The Russian House

Students compete for rooms in the Macalester Russian House, where conversation with a resident native speaker and other students of Russian improves oral proficiency in Russian and develops increased understanding of Russian culture and society. Living in the Russian House is excellent preparation for a semester in Russia. The Russian House also hosts departmental events such as dinners, films and student performances.

Study Abroad for Students of Russian

Today the opportunities to travel, study and do research in the former Soviet Union and Eastern Europe are better than ever. After 1–3 years of Russian language study students may apply to the ACM, CIEE, ACTR and other programs in Russia, Ukraine, and Eastern Europe. For more information on these and other programs, consult with the Russian faculty and with the study abroad staff at the International Center.

General Distribution Requirement

All Russian courses count toward the general distribution requirement in humanities.

Diversity Requirement

Russian courses 41, 51, 52, 55, 56, 63, 64, 65, 66 and 67 count toward the international diversity requirement.

Major Concentration

The purpose of the major in Russian is to provide students with the linguistic and critical skills necessary for the use of Russian in commerce, science, and diplomacy and for further study of Russian literature, linguistics and area studies. When augmented with the required sequence of courses and training in the Department of Education, the major in Russian qualifies students for

licensure to teach Russian in the secondary schools. Please consult the Education Department regarding specific licensure requirements.

A major concentration in Russian consists of:

I. Russian Department courses: 40 credits, to include:

a) Basic language sequence: Russian 21, 22, 31, 32, and 41A and B or equivalent. Usually 8 credits within this sequence are completed abroad, and students with significant language background when they come to Macalester may substitute courses from b). These language courses cannot be taken as Russian 95 or 96.

b) Literature, culture, special language courses: at least one 50s course (51, 52, 55, 56) and one 60s course (63, 64, 65, 66, 67), to a total of at least 16 credits. At least one of these courses should focus on the 19th century and one on the 20th.

c) Russian 88, the senior seminar, which serves as the capstone experience. Russian majors must take this course in their senior year. Since the topic changes from year to year, students may in addition take RUSS 88 prior to their senior year under b), with the consent of the instructor.

II. Semester study abroad program as approved by the department and the Macalester Study Abroad Committee. Courses taken abroad may substitute for up to 12 departmental credits, including up to 8 credits in the basic language sequence, as well as 4 non-departmental supporting credits (to be determined in consultation with the department).

III. Non-departmental supporting courses (8 credits):

a) One course on critical concepts in the humanities, as approved by the department. Preapproved courses include: Art 60 and 61, Communication and Media Studies 10, 28, 34, or 76, English 30 and 83, German Studies 55, Humanities and Cultural Studies 10, International Studies 11 and 62, Linguistics 24, Women's and Gender Studies 55.

b) One course with a focus on the area of Russia, Eastern, and Central Europe, as approved by the department. Preapproved courses include: History 60 and 62, Economics 25, 27 and 35, Geography 45.

Core Concentration

The core concentration in Russian is designed to enhance and complement majors in other departments. A major in the social or natural sciences, for instance, will be more competitive professionally if the student also has the linguistic skills and humanistic breadth a Russian core concentration adds.

A core concentration consists of 24 departmental credits in Russian language, literature, and culture at the 20s level or higher, plus 24 supporting credits from other departments. Eight of the supporting credits must be selected from those preapproved for the Russian major.

Minor Concentration

The minor in Russian consists of any 20 semester credits beyond Russian 12 (Elementary Russian II), to include Russian 21 and 22 (Intermediate Russian I and II).

Policy on Russian Language Grades

In order to be accepted into the next higher Russian language course in the sequence, a student must have received a grade of C- or higher in the previous course. For additional information regarding the language requirement, see the college requirements.

Honors Program

The Russian department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Russian department are available either from the department office or the Dean of Academic Programs.

COURSES

Russian language classes (unless otherwise stated) are proficiency oriented, and aim at perfecting all four linguistic skills: speaking, listening, reading, and writing. Intermediate and Advanced courses are taught in Russian as much as possible. Most classes meet three times per week with an additional weekly class period devoted specifically to oral proficiency. These conversation classes are taught by Russian native speakers.

11 ELEMENTARY RUSSIAN I

A structured introduction to the basics of the Russian sound system and grammar, as well as speaking, reading, writing, and comprehension. Some exposure to Russian culture. For beginning students. No prerequisites. Every fall. (4 credits)

12 ELEMENTARY RUSSIAN II

Continuation of Russian 11; further development of the same skills. Prerequisite, Russian 11 with a grade of C- or better, or consent of instructor. Every spring. (4 credits)

21 INTERMEDIATE RUSSIAN I

In the second year of Russian, students learn to operate in basic social and cultural environments. Conversational skills needed on the telephone, public transport and other daily situations, listening and reading skills such as television, newspapers and movies, and various modes of writing are studied. Prerequisite, Russian 12 with a grade of C- or better, or consent of the instructor. Every fall. (4 credits)

22 INTERMEDIATE RUSSIAN II

Continuation of Russian 21; further development of the same skills; added emphasis on reading and discussing simple texts. Students are usually prepared for study in Russia after they have completed Intermediate Russian II. Prerequisite, Russian 21 with a grade of C- or better, or consent of instructor. Every spring. (4 credits)

31 ADVANCED RUSSIAN I

Through study and discussion of particular topics in Russian life, students will build vocabulary and work on descriptive, narrative, and reading skills as well as the formalities of polite conversation. Prerequisite, Russian 22 with a grade of C- or better, or consent of instructor. Every fall. (4 credits)

32 ADVANCED RUSSIAN II

Continuation of Russian 31 with more emphasis on reading. Oral and written presentations build skills of argumentation and hypothesis, and expand vocabulary. Through an interactive computer program,

students develop oral comprehension skills while learning about masterpieces of Russian art. Prerequisite, Russian 31 with a grade of C- or better, or consent of instructor. Every spring. (4 credits)

33 ADVANCED RUSSIAN CONVERSATION

Everyday spoken Russian as well as discussion of more abstract topics. Prerequisite, Russian 31 or consent of instructor. Not offered 2002–2003. (4 credits)

41A RUSSIA IN RUSSIAN—SPEAKING/LISTENING

Continuation of Russian 32, for students who have not yet studied in Russia. Advanced grammar with an emphasis on communicative skills (speaking, listening comprehension) and building vocabulary. Structured around topics in contemporary Russian life, as chosen by students. Should be taken in conjunction with 41B. Prerequisite: Russian 32 with a grade of C- or better, or consent of instructor. Every fall. (2 credits)

41B RUSSIA IN RUSSIAN—READING/WRITING

Open to all students who have completed three years of college Russian with a grade of C- or better, or consent of instructor. This is a reading and writing course designed to introduce various genres of literary Russian, including stories, news articles, and scholarly writing. Basics of Russian composition will be stressed. Every fall. (2 credits)

50 TOPICS

The subject matter of these courses will vary: departmental and interdisciplinary topics such as: Russian History through Russian Literature; Undoing Revolution. Most topics courses are taught in English. Every year. (4 credits)

51 NINETEENTH CENTURY RUSSIAN LITERATURE IN TRANSLATION

An introduction to the great literary tradition that gave the world Dostoevsky and Tolstoy. Readings will include prose, poetry, drama, and literary criticism, and authors representative of the Golden Age of Russian poetry (Pushkin, Lermontov), the Age of the Realistic novel (Gogol, Turgenev, Dostoevsky, Tolstoy), as well as the late 19th century masters of the short story. Russian drama is represented by Gogol, Ostrovsky, and Chekhov. Lectures, readings, and discussions in English; Russian majors may read some assignments in Russian. No prerequisites. Offered fall 2002. (4 credits)

52 TWENTIETH CENTURY RUSSIAN LITERATURE AND CULTURE IN TRANSLATION

A survey of Russian literary responses to revolution, repression, dissent, and *glasnost*. Readings and discussions of representative authors from such disparate movements as Symbolism, Socialist Realism, literature of dissent, and fantastic prose, including Bely, Bulgakov, Solzhenitsyn, and Tertz. The great twentieth-century tradition in poetry will also be covered, including Mayakovsky, Akhmatova, Pasternak, and Brodsky. Lectures, readings, and discussions in English; Russian majors may read some assignments in Russian. No prerequisites. Offered spring 2003. (4 credits)

55 RUSSIAN CULTURE

Survey of Russian culture from the Middle Ages through tsarist Russia up to the twentieth century. Art in Russia has always had social functions, and we will study the interaction of art, society, and politics throughout Russian history. Topics include religious icons and writing, St Petersburg and Westernization, the institution of censorship, art as political statement, and the modernist notion of "art for art's sake." Lectures, readings, and discussions in English. Offered fall 2002. (4 credits)

56 MASS CULTURE UNDER COMMUNISM (Same as Humanities and Cultural Studies 36)

The politics and sociology of Soviet Russian culture from the October Revolution to the fall of communism. For each period in Soviet history, changes in the production and consumption of culture will be considered with specific examples to be discussed. Topics dealt with in the course include the role of mass media in society, popular participation in "totalitarian" societies, culture as a political tool. Popular films, newspapers and magazines, songs, radio and TV programs, etc., will serve to analyze the policies that inspired them and the popular reactions (both loyal and dissenting) they evoked. No prerequisites; taught in English. Alternate years. (4 credits)

63 ORIENTALISM AND EMPIRE: RUSSIA'S LITERARY SOUTH (Same as Humanities and Cultural Studies 35)

Since the 18th century to the 1990s war with Chechnia, contradictory views of Russian empire building have been reflected in Russian literature. Students first explore recurring Russian ideas of empire, such

as "Moscow the Third Rome," and "Eurasianism," as well as the constructs of East/West as factors in Russian identity thinking. The course focuses on the Caucasus region, Russia's "Oriental" south, starting with a brief history of imperial expansion into the area and concentrating on its literary expression in travelogues, Classicist and Romantic poetry, Oriental tales, short stories, and novels. We will ponder general "orientalist" imagery and stereotyping (the noble savage, the brave tribesman, the free-spirited Cossack, the sensual woman, the imperial nobleman/peasant, the government functionary, and "virgin" territory) together with ideas of nation and identity based on this specific region. We will read classics of Russian literature (Pushkin, Lermontov, Tolstoy, Tsvetaeva), but also lesser known authors, some justly and others unjustly forgotten by the canon (Osnobishin, Elena Gan, Iakubovich, Rostopchina). We will supplement our literary readings with a variety of critical and historical texts, as well as films. In English. Offered fall 2002 as a First-Year Seminar. (4 credits)

64 CULTURE AND REVOLUTION (Same as International Studies 64)

This course examines the relationship between cultural and political change during three very different revolutions: in France of 1789, in Russia of 1917, and the more recent events in Iran and South Africa. How do people change when governments are overturned? How do revolutions shape the consciousness of their citizens? Do people understand events as revolutionaries intend them to? To answer these questions, we will examine symbols and political ideologies, mass media outreach, education and enlistment, changing social identities, the culture of violence, popular participation and resistance, as well as other issues. Readings will include ideas that inspired the revolutions, including Voltaire and Rousseau, Marx and Lenin, Khomeini and the Koran. We will read contemporary accounts, both sympathetic and antagonistic, and look at popular culture to see how events were understood. Fashion and etiquette, comics and caricatures, movies and plays are among the materials used. Taught in English. Not offered 2002-2003. (4 credits)

65 TRANSLATION AS CROSS-CULTURAL COMMUNICATION (Same as International Studies 65)

When communication takes place across language barriers, it raises fundamental questions about meaning, style, power relationships, and traditions. This course treats literary translation as a particularly complex form of cross-cultural interaction. Students will work on their own translations of prose or poetry while considering broader questions of translation, through critiques of existing translations, close comparisons of variant translations, and readings on cultural and theoretical aspects of literary translation. Advanced proficiency in a second language required. Not offered 2002–2003. (4 credits)

66 THE RUSSIAN RELIGIOUS EXPERIENCE (Same as Religious Studies 66)

Beginning with a forced conversion to Byzantine Christianity in the tenth century, Russians have led one thousand years of a rich and contradictory religious life. This millennium of experience should offer students of both religion and Russian a unique outlook on their subjects. For students interested in religion, Russian Orthodoxy offers a non-western perspective on the Christian experience, which poses questions that other traditions do not: in the close cooperation between church and autocracy that flourished until the Bolshevik Revolution; in the savage repression suffered by the faithful after 1917; and in the rich tradition of dissent that resisted both. For students of Russian, the religious experience offers new insights into a country that was officially atheist for seventy years. We will be looking not only at the texts and structures of the faith, but also at the heresies that undermined it. Paganism and witchcraft thrived alongside deep piety; state regulation struggled with sectant movements ranging from the Milk-Drinkers to Self-Castrators. Orthodoxy exerted a profound influence on Russia's great writers: on the fierce believer Dostoevsky, and on the apostate Tolstoy. Vigorously repressed by the Soviet state, Russian Orthodoxy once again is alive, and struggling to define itself in the post-Soviet era. In English. Not offered 2002–2003 (4 credits)

67 DOSTOEVSKY AND GOGOL

Dostoevsky has had a major impact on writers and thinkers from Nietzsche to Coetzee. He himself paid tribute to Gogol's fantastic imagination. Course readings will range from the absurdist ravings of Gogol's madmen to the existential dilemmas of Dostoevsky's murderers. Discussions will cover the haunted and haunting city of Petersburg, saints, prostitutes, and infernal women, holy fools and Russian Orthodoxy, as well as critical views ranging from Russian Formalists to Freud to Bakhtin's ideas of dialogical speech. Students will explore major 19th century philosophical and cultural currents and a variety of literary movements and genres, and we will also see how our authors have been represented in other media, such as film and painting. From Gogol's Ukrainian and Petersburg

tales and *Dead Souls*, the readings move to Dostoevsky's early humorous works, his major novels, and the course concludes with *The Brothers Karamazov*. Offered spring 2003. In English. (4 credits)

88 SENIOR SEMINAR

Seminars on selected topics in Russian language, literature, or culture, designed to serve as an integrative capstone experience for majors. A recent topic is "The Silver Age." Conducted in Russian. Prerequisite, Russian 41 or approval of instructor. This course can be taken by advanced students before their senior year, and may be repeated for credit with a new seminar topic. Every spring. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester. (4 credits)

97 INTERNSHIP

Prerequisite, permission of instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of instructor. Limit to be applied toward the major or core will be determined in consultation with the department. Every semester . (4 credits)

Russian, Central and East European Studies

The department participates in the Russian, Central and East European Studies program (for details see relevant section).

Greek

See **Classics** for more information on a Classics major with a Greek emphasis.

Hebrew

See **Classics** for more information on Hebrew courses.

History

Full Time Faculty: David Itzkowitz, Teresita Martínez-Vergne (chair, on leave), Peter Rachleff, Emily Rosenberg, Norman Rosenberg, Paul Solon, Yue-him Tam, Peter Weisensel (acting chair)

Part Time Faculty: Mahmoud El-Kati, James Stewart

The department of history offers courses in the development of ideas and institutions in different eras and areas. Courses in history contribute to general education and the understanding of an individual's place in society. Although an undergraduate major at Macalester can lead to specialized graduate-level study in history, most graduates will likely pursue non-academic careers. Skills and perspectives developed through a history major, augmented by internship opportunities when appropriate, help prepare students for positions in

professions such as teaching, law, business, international relations, and library and archival work; they may also contribute broadly to building successful careers in government, business, and the nonprofit sector. Work in history also prepares Macalester students to be better informed, active citizens in their community, nation, and world.

The history department participates in many interdisciplinary programs and majors including African American Studies, Comparative North American Studies, Women's and Gender Studies, Urban Studies, Latin American Studies, Legal Studies, Humanities and Cultural Studies, and International Studies. For details, consult the appropriate descriptions elsewhere in the catalog.

The discipline of history seeks to investigate events and cultures of the past by focusing on specific historical eras, particular geographic areas, and/or compelling thematic issues. It uses a wide range of written, visual, oral, and material evidence as the basis for constructing contemporary accounts about the past. Historical accounts suggest not only how the past has shaped the present but how any contemporary arrangement represents only one possible result of previous struggles and contingencies. In this sense, history highlights discontinuity as well as pattern, difference as well as similarity, conflict as well as consensus, trauma as well as triumph.

The history department at Macalester does not cover every time period or geographic area, nor does it try to construct a rigid hierarchical set of required classes. Rather, the department seeks to examine the interpretive problems that historians encounter while practicing their own discipline and when interacting with other fields of academic study.

The history department seeks to serve an array of educational goals for both majors and non-majors. Members of the department strive to encourage a broad interdisciplinary approach and to develop students' proficiencies in analysis, writing, and speaking. As a result, students with any academic major who wish to explore discrete eras in time, different parts of the world, or specific historical issues should find departmental offerings, particularly at the introductory and intermediate levels, appropriate for their undergraduate education.

The department expects its majors to:

*Become acquainted with the many, often competing, ways in which historians construct accounts of the past;

*Become conversant with different approaches to textual analysis, with diverse forms of historical representation, with a wide range of conceptual frameworks, and with varied ways of assessing and interpreting evidence from the past;

*Become more proficient in a) using a variety of research and informational tools, b) analyzing and evaluating historical arguments, and c) writing and speaking clearly and concisely;

*Come to appreciate the diversity in human experience through comparisons across time (different historical eras) and space (different geographic regions).

Students who are or may become history majors should place one piece of written work of their choosing from every course they take in a file which will be maintained for them in the history office. This will be the students' own personal file that will eventually help to assess their own academic growth when, as seniors, they complete the major in history and take part in an evaluation of the department through exit interviews with faculty members.

General Distribution Requirement

All history courses count toward the general distribution requirement in humanities.

Diversity Requirement

The courses in the history department which meet the domestic diversity requirement are: 22, 24, 32, 45, 47, and 49. The courses in the history department which meet the international diversity requirement are: 10, 11, 14, 35, 51, 52, 54, 55, 56, 57, 58, 59, 60, 62, 64, 65, 66, 67, 68, 69, 70, 74, 75, 76, 77, and 80.

Major Concentration

A history major is planned in consultation with a student's advisor and comprises no fewer than ten (40 credits) nor more than twelve (48 credits) history courses. The ten may include one internship (History 97) if it is approved by a history department member, and one independent study (History 96) carried out under the supervision of a member of the department. Preceptorship in history (History 98) may not be counted among the ten courses but may be a supplement to them up to a maximum total of twelve. Courses completed for college credit prior to matriculation at a collegiate level institution, such as Advanced Placement or International Baccalaureate courses, may not be used in completion of a major. Except with consent of the department, the major will include no more than two introductory level courses. All history majors are strongly encouraged to take History 79, "The Study of History," which examines the different approaches and analytical frameworks of historical scholarship. All history majors must take History 90 in the fall of their senior year, an advanced study seminar in which a major research paper is written. A history major must take one course in each of three geographic areas. The department normally offers courses in the following geographic areas: United States (19, 21, 24, 30, 32, 33, 34, 36, 43, 44, 45, 47, 48, 49), Europe (11, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 62, 64, 65, 66, 67, 68, 69, 70) Latin America (17, 25, 26, 27, 28, 29, 35) and East Asia (14, 74, 75, 76, 77, 80). We are able to offer courses in the following geographic areas occasionally: the Middle East/Islamic World, and Africa. In addition, a history major must take at least one course that deals primarily with the history of a period prior to 1800, and at least one course that deals primarily with the period since 1800. Students are expected to plan to acquire skills necessary for their particular fields of study, such as paleography, cartography, statistics, and foreign languages, in consultation with their departmental advisor. Six supporting courses will also be designated in consultation with the advisor.

History 90 will satisfy the senior capstone requirement in history. In addition, students may participate in the Honors Program (see below).

Minor Concentration

A minor in history consists of six courses chosen with the assistance of the student's departmental advisor. Not more than three of these may be introductory level courses.

Honors Program

The history department participates in the Honors Program. Students working on honors projects must take History 90 in the fall of their senior year, and can undertake an independent study (History 96) under the supervision of their honors thesis advisor the following spring. Eligibility requirements, application procedures and specific project expectations for the department are available either from the department office or the Dean of Academic Programs.

COURSES

Introductory Courses (10–19)

Courses numbered 10–19 are designed principally for first-year students and for beginning history students, especially for those who are largely unfamiliar with the areas of history such courses introduce. In any of these, students have the opportunity to develop skills that are essential for the successful study of history and to prepare themselves for higher levels of work in social sciences and humanities. Students will learn how to interpret a variety of primary material such as letters, speeches, diaries, fictional works, film, and other data. They will also analyze and evaluate works written by historians. Opportunity is provided to apply these skills in a series of written and oral exercises which are critically evaluated by the instructor. Although students are expected to absorb and master essential information, these courses emphasize critical thinking and writing rather than memorization.

10 DISCOVERING WORLD HISTORY

An introductory survey treating all periods, regions, and peoples, but focusing on contact and exchange between empires, civilizations, and cultures as peoples encountered one another throughout history in a process which accelerated dramatically at the beginning of the modern era and ultimately made the very activity of studying world history possible in our own time. Every fall. (4 credits)

11 INTRODUCTION TO EUROPEAN HISTORY

A one semester introduction to the study of European history focusing on a selected period; designed primarily for lower division students who have no previous college-level background in this general field. Every semester. (4 credits)

14 INTRODUCTION TO EAST ASIAN CIVILIZATION

This course introduces the cultures and societies of China, Japan and Korea from the earliest times to the present day. Primarily an introductory course for beginners in East Asian civilization, this course considers a variety of significant themes in religious, political, economic, social and cultural developments in the region. Every fall. (4 credits)

17 MODERN SPANISH AMERICA

This course will explore the trajectory of three Spanish American nations in the nineteenth and twentieth centuries, focusing in each case on political developments (e.g., modern notions of citizenship in Mexico), economic structures (e.g., the dependence of Cuba on sugar), and U.S. policies (e.g., military intervention in Central America). The tools used to understand the processes of one country can be readily applied to other areas. Every fall. (4 credits)

19 AMERICAN CIVILIZATION

A topical analysis of United States history stressing the historical antecedents of selected contemporary issues; designed primarily for underclassmen who have no previous college-level background in this general field. Alternate years; next offered fall 2002. (4 credits)

Intermediate Courses (20–79)

Courses numbered 20–79 assume previous college level history experience but not necessarily in the same field. Those not possessing the basic skills emphasized in the introductory level courses are expected to acquire them before taking intermediate or advanced level courses. Further specific prerequisites are at the discretion of the individual instructor. Some classes are open to first-year students only with the instructor's permission.

Intermediate Courses in American and Latin American History (21–49)

21 AMERICAN LABOR RADICALISM

Probes the history of labor radicalism as a specific current within the stream of social and political thought and movements, up to the rank and file movements of the 1970's and 1980's. Along the way we explore the Knights of Labor and the populists of the Gilded Age, the Socialists and Communists and other radicals of the Great Depression. Particular attention is paid to the experiences and contributions of women and racial and ethnic minorities. Alternate years. (4 credits)

22 U.S. WOMEN'S AND GENDER HISTORY

This intermediate class examines historical topics relating to women and gender in American history. It emphasizes critical thinking, participatory investigations, development of writing skills, and historical interpretation. The particular topics covered will vary each year. Approved for Women's and Gender Studies. Alternate years. (4 credits)

24 AFRICAN AMERICAN HISTORY: SLAVERY, EMANCIPATION, AND RECONSTRUCTION

This course explores the Afro-American experience from the villages of West Africa to the cotton plantations of the antebellum South. Considers West African social structure and culture, the international slave trade, the development of racism, the development of American slavery, the transformation of Afro-American culture over more than two centuries, the struggle, the possibilities of reconstruction, and the ultimate rise of share-cropping and segregation. Alternate years. (4 credits)

25 HISTORY OF BRAZIL

This course will provide a broad understanding of the elements specialists consider relevant to the study of Brazil. Through the work of anthropologists, economists, historians, and novelists, we will gain a wide perspective on social groups in the colonial period, political thought during the empire, and economic growth in the twentieth century. We will bring these themes up to date by exploring the myths that have developed around them and that persist to this day: the absence of racial distinctions, the sporadic necessity of military rule, and the unchangeable nature of underdevelopment. Next offered fall 2004. (4 credits)

26 WOMEN IN LATIN AMERICA

The objective of this course is to identify the elements that define the experience of women in Latin America and that make their livelihood different from that of men and from that of women in other parts of the world. Among the themes we will explore are: race and ethnic background; rural and urban contexts; the influence of the Catholic church; political mobilization and incorporation into revolutionary struggles; and the formation of feminist organizations. We will read books and articles by historians, anthropologists, political activists, and the "voiceless." Approved for Women's and Gender Studies. Next offered spring 2005. (4 credits)

27 THE CARIBBEAN

This course will trace the historical trajectory of several Caribbean islands as early colonies and during slavery through the experiences of Spanish settlers, other Europeans, African slaves, British West Indian planters, Creole bourgeoisies, metropolitan administrators, and so on. This largely chronological account will provide the basis from which to examine post-colonialism at the end of the term. Alternate years. (4 credits)

28 THE POLITICS OF FOOD IN LATIN AMERICA

The premise of this course is that food shortages and malnutrition are caused, not by natural forces, but by human action. Latin America, like other areas of the world, has witnessed the competition for the control of food resources among various indigenous and external groups. The native populations, the first Europeans, Creoles, market forces, and U.S. foreign policy have—at different times and in conjunction with each other or with natural happenings—altered the patterns of production and consumption and manipulated the distribution of goods. The equation of food-power, a central theme in many countries in their search for social justice, will be the focus of this course. Alternate years; next offered spring 2004. (4 credits)

29 STATUS AND PRIVILEGE IN THE SPANISH COLONIAL WORLD

As Native Americans, Europeans, Africans, and their descendants viewed each other and shaped the legal and social institutions that regulated their lives, they altered the notions of hierarchy that they were familiar with and that historians can discern today. This course seeks to explore the elements that dominant and subordinate players in colonial society—crown, settlers, slaves, workers, women—used to compete, cooperate, and negotiate with each other as they created a new society, and that eventually led to independence in the early nineteenth century. Next offered spring 2005. (4 credits)

30 WOMEN AND WORK IN U.S. HISTORY

An historical overview of women's changing experiences with work—both paid and unpaid—from the mercantilist economy of colonial times to the post-industrial era of the late twentieth century. This course is designed primarily for students who have no previous college-level background in U.S. history. Approved for Women's and Gender Studies. Alternate years. (4 credits)

32 IMMIGRATION AND ETHNICITY IN U.S. HISTORY

An overview of U.S. history as seen through the experiences of newly arriving and adjusting immigrant groups. This course is designed primarily for students who have no previous college-level background in U.S. history. Alternate years. (4 credits)

33 INTRODUCTION TO THE HISTORY OF THE U.S. WORKING CLASS

This course traces the development of the U.S. working class—men and women, native-born and immigrants, black and white—from the artisan era to the post-industrial age. This course is designed primarily for students who have no previous college-level background in U.S. history. Alternate years. (4 credits)

34 AMERICAN INTERNATIONAL RELATIONS SINCE 1940 (Same as International Studies 34)

This course examines cultural, economic, and strategic patterns that have made up U.S. foreign relations from the World War II to the present. Drawing on a diversity of texts and perspectives about the role of the United States in the world, it explores the variety of discourses that have shaped America's role in the world — exceptionalism, nationalism, race, gender, modernization, anticommunism, human rights. It considers the domestic setting of U.S. policy and global influence; sets a broad context of non-governmental global connections; and discusses various international and domestic perspectives on U.S. foreign policy. Alternate years; next offered fall 2002. (4 credits)

35 VISITORS' TALES OF LATIN AMERICA

This course will deal with travel literature as a genre and as a source for social history—that is, it will examine both the form and the content of the narratives assigned, at the author as subject as well as at the reality he or she "objectively" portrays. Readings include writings by scholars who use travel accounts to obtain information about place, time, people, events, and historical processes, and primary materials written by mostly European visitors—objective recorders, greedy heroes, self–serving observers, ideologues for capitalism, pleasure–seeking tourists, professional travel writers, soul–searching adventurers, and others—to Spanish and Portuguese America. Keeping in mind that ultimately the class will revisit some concepts and methodologies at various times during the semester, the organization of the course is roughly chronological. In addition to the printed word, we will explore visual images—"real" and fictitious—available on the Web, on TV, and in popular film. Next offered fall 2004. (4 credits)

36 RISE OF AMERICAN EMPIRE

This class will examine interpretations of American expansion from 1815 to 1940, focusing on the war with Mexico, the western frontier, and the acquisition of colonies and dependencies associated with

the War of 1898. Students will examine how contesting ideas of nationalism, race, gender, and environmental ethics shaped an American empire and will also consider processes of commemoration and the constructions of historical memory about the past. Alternate years; next offered fall 2003. (4 credits)

43 ORIGINS OF THE SUPER SOCIETY: U.S., 1890–1945

This course probes in a thematic fashion the major developments that have given birth to the American society that we are all familiar with and puzzled by. Topics of concentration will include the evolution of political structures, the economy, and foreign policy; mechanization; urbanization; and the transformation of American culture, including gender roles and race relations. Readings and discussions move back and forth from the micro level of everyday life in the home, the workplace, and the community, to the macro level of the nation state, international relations, and mass culture. Alternate years. (4 credits)

44 U.S. SINCE 1940

This course, which will primarily consider themes in cultural history, will pay particular attention to representations of daily life by the mass media, especially by the Hollywood film industry and television. It will also emphasize the role of cultural and social theories—including those associated with post-structuralism, feminism, critical race and critical legal studies, and cultural studies—in the writing of recent U.S. history. Thus, a major focus of this course will be on critical, historically-grounded readings of visual texts from the period since 1940. Alternate years; next offered fall 2003. (4 credits)

45 THE BLACK EXPERIENCE SINCE WORLD WAR II

Survey of the major political and social events in African-American life since mid-century. Post-war dynamics, the impact of the civil rights movement, and the visibility of the ghetto are major themes. Every fall. (4 credits)

47 SPORTS IN THE AFRICAN AMERICAN COMMUNITY

The course deals with the experience of African-Americans in American sports beginning in the nineteenth century. It examines group and individual participation, and touches on several major themes: the struggle to overcome discrimination; independent community sports programs; the impact of African-Americans in post-war sports and American society. The journey from the playing fields to the front office will also be surveyed. Every spring. (4 credits)

48 THE FORMATION OF INDUSTRIAL AMERICA, 1830–1890

This course probes in thematic fashion the political, social, and economic impact of the industrial revolution upon American society. Principal topics of discussion include the transformation of work (from the artisan to the factory system), the transformation of the community into the modern city, and the transformation of American political institutions. Topics of major concern include the impact of the industrial revolution on both gender roles and race relations. Alternate years. (4 credits)

49 AFRICAN AMERICANS AND THE TRANSFORMATION OF THE CITY: 1890–1945

This course investigates two mutually influencing transformations of the first half of the twentieth century: 1) the urbanization of the Afro-American people; and 2) the emergence of the modern American metropolis as the site of congregation and segregation of distinct racial and ethnic groups. Principal points of focus for this course include the causes and patterns of black migration from the rural South to the urban North; the formation of ghettoes in major northern cities; the internal life of those ghettoes, including changing gender roles and the development of new cultural forms; and the rise of new political and social ideas within these communities. Alternate years; next offered spring 2003. (4 credits)

50 TOPICS

Courses numbered 50 are occasional, often experimental courses, offered by instructors at their own initiative or in response to student requests. Recent topics courses include: Dramas of Law, Exploring Landscape: The Power of Place in Twentieth-Century America, Mysteries of History: Researching the Lives of Ordinary People, Images of Empire: Rulers, Slaves and Their Classical Models, From Order to Occupation: Work, Status, and the Fate of Christian Society in Medieval and Renaissance Europe, New Perspectives on the Arab-Israeli Conflict, African Prison Narratives and Postcolonial History, Women and Gender in Africa, Identity Politics and Citizenship in the Hispanic World, Women and Social

Movements in the Third World, Labor Relations Across the Mexico-US Border, Cultural Encounters between Traditional China and the West, Revolutions in Modern China. (4 credits)

Intermediate Courses in European History (51–70)

51 TUDOR-STUART ENGLAND

A survey of English life, politics and society in the days of the Tudor and Stuart monarchs. The course will focus on a number of major themes including the emergence of the English nation; the struggle between royal and parliamentary authority; the English roots of the American tradition; and the relation of social structure, religious belief and political action. Alternate years; next offered fall 2002. (4 credits)

52 MODERN BRITAIN

The development of English politics and society from the time of George III to the twentieth century. Among the topics to be considered are: the transition from rural to urban society; the American Revolution; the rise and decline of Britain as world leader; Victorian and Edwardian society; England and Ireland; and the future of Britain in the modern world. Alternate years; next offered spring 2003. (4 credits)

53 THE VICTORIANS

A study of the culture, politics, social conditions, and artistic developments of Victorian England (1837–1901) through an examination of a number of documents (novels, plays, memoirs, government reports, etc.) of the period. This course is usually taught in conjunction with English 64, and, when it is, students will be required to register for both courses. Alternate years; next offered spring 2004. (4 credits)

54 HISTORY OF FRANCE

A survey of the political, social, and cultural traditions of the peoples who have lived in the territories of modern France from the time of the Gauls to the present. Particular emphasis will be placed on the growth of the idea of nationality and most of the time will be spent on the great era between 1429 and 1815. Alternate years; next offered fall 2003. (4 credits)

55 HISTORY AND PHILOSOPHY OF SOCIALISM

An analysis of the various ideas of socialism from the eighteenth century to the present. Philosophically, the course will investigate the logic and ethics of the socialist ideas encountered. Historically, the course will explore the social-economic, cultural, and political environments in which the socialist ideas appeared. Radicals of the French Revolution, the Utopian socialists, the Anarchists, Marx, Marxian Revisionists, Bolshevism, Soviet Marxism-Leninism, the socialism of Mao Tse-Tung, and the significance to socialism of the collapse of the USSR will all be studied. Readings will be heavily weighted toward socialist texts themselves. Students will enroll for both History 55 and Philosophy 55. Alternate years; next offered fall 2003. (4 credits)

56 RENAISSANCE/REVOLUTION: FORGING MODERN EUROPEAN CIVILIZATION (Same as Humanities and Cultural Studies 34)

Were Renaissance Europeans the "first born sons of the modern world?" How and why did Europe modernize in a series of cultural movements that transformed first Europe, then the world, between 1300 and 1800 CE? What cultural myths and metaphors were used by Europeans to explain this process, what is implied by them, and which best explains their seeming triumph: Renaissance? Reformation? Reconnaissance? Revolution? We address these questions narratively, surveying the social and cultural history of Europe from the high middle ages to the beginnings of the modern era focusing on the relationship between material and cultural change within the process of modernization. Alternate years. (4 credits)

57 EMPIRES

This course will survey the evolution of modern European empires from their inception in the mid-nineteenth century to their aftermath in the 1980's and 1990's. The course will be organized topically, separate modules being devoted to theory, imperial administration, race and segregation in the colonies, cultural and economic exploitation of colonies, European culture and imperialism, indigenous anti-colonial movements and decolonialization, and the issue of colonialism's role in globalization. Materials will be drawn from the experiences of the British, French, German, Dutch and

Russian empires. Lectures, class discussions, films. Essay exams prepared outside of class and quizzes. Next offered fall 2004. (4 credits)

58 EUROPE SINCE 1945

A survey of European history from the end of World War II to the present, emphasizing social and economic history and including both western Europe and the former socialist republics of eastern Europe. The course tests the hypothesis that Europe constitutes a social and political entity as well as a geographic one. Among the topics the course will cover are a comparison of European post-World War II reconstruction (East and West), Europe's power decline in a global context, Europe as a tool and a participant in the Cold War, political trends and their roots in social and economic change, and the origins and European-wide implications of the collapse of the socialist states of eastern Europe. Alternate years; next offered spring 2003. (4 credits)

59 THE EXPERIENCE OF WAR

A study of the origins, conduct and legacy of war taught on a comparative basis through scholarly and artistic sources as well as primary documents. The course will focus on three major wars: the Peloponnesian Wars, the Hundred Years' War, and the wars of twentieth century Europe. Every spring. (4 credits)

60 RISE AND FALL OF TSARIST RUSSIA

A survey of the development of Russian social and political institutions from Peter the Great (1682–1724) to 1917. The course will explain the growth of the tsar's authority, the origins and outlooks of Russia's major social/gender groups (nobility, peasants, merchants, clergy, women, minorities, Cossacks) and the relations which grew up between the tsar and his society. The course will conclude with an appraisal of the breakdown of the relationship in 1917, and the tsarist legacy for Russia's social and political institutions in the Soviet Union and beyond. Alternate years; next offered fall 2002. (4 credits)

62 HISTORY OF THE SOVIET UNION AND ITS SUCCESSORS

A survey of Russian, Soviet and post-Soviet history from the Russian Revolution to the present. Topics include the Bolshevik revolution of 1917, Bolshevik rule and its tsarist heritage, Soviet "monocratic" society under Lenin and Stalin, dissent in the USSR, the "command economy" in the collapse of Communist political power, and national consciousness as an operative idea in the Commonwealth of Independent States. Alternate years; next offered spring 2003. (4 credits)

64 GERMANY FROM 1871 TO THE PRESENT

A survey of the history of German society and politics from the Bismarckian unification to the present with emphasis on the origins of the German and world catastrophe of 1933–45. Among the major issues covered will be Bismarck and his legacy for German politics, the army and German political life, the Weimar Republic and German political culture, the origins and development of the Nazi party, Germany between the U.S. and the USSR and Germany's significance in post-Cold War Europe. Alternate years; next offered fall 2002. (4 credits)

65 JEWISH HISTORY (Same as Religious Studies 63)

An examination of the history of the Jewish people from the time of emancipation in the late eighteenth century to the present. The major theme will be the development of new forms of Jewish self-identity as the self-contained communities of the pre-emancipation period begin to dissolve. Among the topics to be considered are the relationship between Jewish communities and the "outside world," pressures from within and without the Jewish community for assimilation, antisemitism, the holocaust, Zionism and the birth of Israel, and the position of the Jews in the world today. Alternate years; next offered spring 2003. (4 credits)

66 EUROPE IN THE AGE OF UPHEAVAL AND REVOLUTION

A study of European politics, culture and society during the years (1780–1850) in which Europe experienced the most profound social and political transformations in its history. Among the topics to be considered are the French Revolution, urbanization, industrialization, new concepts of the family, Darwin, and the growth of new ideologies. Alternate years; next offered spring 2004. (4 credits)

67 HISTORY OF THE HOLOCAUST

In this course we will examine the Holocaust as an historical phenomenon. We will try to understand what brought it about, how it was experienced by those who lived through it (and those who did not

survive) and how the event continues to affect the world today. Alternate years; next offered fall 2003. (4 credits)

68 HISTORY OF THE RULE OF LAW

A survey of the historical origins and institutional evolution of what has come to be celebrated as "the rule of law not men," stressing traditions which dominated Europe by the eighteenth century and were globalized by western imperialism and the creation of supra-national institutions thereafter. Alternate years; next offered fall 2003. (4 credits)

69 GREECE (Same as Classics 69)

A study of the political, constitutional and cultural history of Greece from the earliest times to Alexander the Great. Special attention is given to the origins of Greek institutions in the Minoan-Mycenaean civilization (late Bronze Age), the development of the city-state as a political unit and the height of democracy under Pericles, the Greek world of the fourth century, the rise of Macedonia and the expansion of the Hellenic world through the conquests of Alexander. Alternate years; next offered fall 2003. (4 credits)

70 HISTORY OF ROME (Same as Classics 70)

A study of the political, constitutional and social history of Rome from its beginnings to the disintegration of ancient civilization following its climax in the second century A.D. There will be emphasis on such large aspects of Roman history as the developments of the Roman constitutions, Rome's conquest of the Mediterranean from the time of the Punic Wars to 133 B.C., the last century of the Roman Republic and the causes of its fall, the establishment of the principate and the reasons for the decline of the Empire. Alternate years; next offered spring 2004. (4 credits)

Intermediate Courses in Non-Western History (73–79)

74 HISTORY OF TRADITIONAL CHINA

A study of the traditional culture and society of China from earliest times to the eighteenth century, when the impact of the West was strongly felt. The course will be based on detailed study of selected significant themes in Chinese history. Lecture/discussion format. Alternate years; next offered fall 2002. (4 credits)

75 HISTORY OF MODERN CHINA

A study of leading institutions and movements of nineteenth- and twentieth century China. Major emphases include the impact of Western imperialism, the transformation of peasant society through revolution, the rise of Mao Tse-Tung, and the Great Proletarian Cultural Revolution. Special attention will be given to U.S.-China relations. Every spring. (4 credits)

76 HISTORY OF TRADITIONAL JAPAN

A survey of the major political, social, religious, intellectual, economic and artistic developments in Japan from earliest times to the opening of Japan in the 1850s. It also examines Japan's relations with its close neighbors, Korea and China. Alternate years; next offered fall 2003. (4 credits)

77 HISTORY OF MODERN JAPAN

Japan's rapid industrialization in the latter part of the nineteenth century, and its phenomenal rise as the number two economic power in the world after the devastation wrought by World War II, have led many scholars to declare Japan a model worthy of emulation by all "developing" nations. After an examination of feudal Japan, this course probes the nature and course of Japan's "amazing transformation" and analyzes the consequences of its strengths as a nation-state. Considerable study of Japanese art, literature, and religion will be undertaken and American attitudes toward the Japanese and their history will also be examined. Every spring. (4 credits)

Advanced Courses and Independent Studies (79–99)

Courses numbered 79 or above are designed primarily for advanced students, history majors and majors in fields of related interest. Each normally assumes of students a high level of critical reading skill, a capacity for self-motivation, and a willingness to contribute to analytical discussions. Such courses normally involve extensive original research and writing, and sometimes require foreign language competency or other special skills.

79 THE STUDY OF HISTORY

This advanced course is recommended for majors and students serious about the study of history. It examines the various forms of analysis used by historians through a study of different kinds of historical texts and sources. It provides an opportunity for students to develop the skills and habits of thinking essential to practicing the discipline of history. This course invites students to address some of the myriad questions and controversies that surround such historical concepts as "objectivity," "subjectivity," "truth," "epistemology," and thereby to develop a "philosophy" of history. At the same time, it stresses the acquisition of such historical tools as the use of written, oral, computer and media sources and the development of analytical writing skills. Every spring. (4 credits)

80 EAST ASIAN STUDIES SENIOR SEMINAR

An upper level research seminar primarily for students majoring in Asian studies or history as well as students in other disciplines who are interested in the topic of the seminar for that given year. This course is often taught as an interdisciplinary course and as such may be approved for concentrations in other departments. Recent topics include: Comparative Modernization in East Asia, Tibetan Civilization and the Western Imagination. Every spring. (4 credits)

90 SPECIAL ADVANCED STUDIES

The senior seminar is team taught every fall by 2-3 members of the department, around themes that easily cross chronological and geographic lines. Recent topics include: Texts and Contexts, Documenting History. Every fall. (4 credits)

95 TUTORIAL

A student or a small group of students may get together with a department member to examine a theme in which the latter has considerable expertise but which is not normally covered in his or her regular courses. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Students may carry out independent research on specific topics under the supervision of a member of the department with expertise on that particular field. The work should result in an original paper or series of papers. Only one independent study may count toward the ten courses required for a history major. Every semester. (4 credits)

97 INTERNSHIP

A student may register for an internship with any member of the department. Off campus learning experiences must have explicit historical content. The student, the faculty sponsor, and the site supervisor will negotiate a learning agreement which specifies the student's goals, means of achieving them, and the manner in which the internship will be evaluated. A standard internship will involve ten hours per week and earn four credits. Only one internship can be counted toward a history major. Every semester. (4 credits)

98 PRECEPTORSHIP

Students may arrange to precept a course with a department member. They will normally be expected to attend the course, do the reading and participate in discussion, look over student writing, and provide guidance or tutor as necessary. Every semester. (4 credits)

Humanities and Cultural Studies

Steering Committee: Paul Solon (Director, History), Andrew Overman (Classics), Sonita Sarker (Women's and Gender Studies), Linda Schulte-Sasse (German Studies), Clay Steinman (Communication and Media Studies), Joëlle Vitiello (French), Stuart McDougal (English), James von Geldern (Russian)

The Humanities have been traditionally defined by the great texts, themes, and accomplishments of the Western tradition. Such programs seek to cultivate appreciation of the human enterprise and the genius of human creativity. Humanities courses traditionally look at a particular stream of Western

civilization, with a focus on pivotal periods of development—the classical world, the Middle Ages, the Renaissance, the Enlightenment—and on certain themes in the tradition, such as art and architectural forms, myths and narratives, ideas of freedom, virtue, and citizenship, and the encounter of human and divine.

Cultural Studies has developed in response to what traditional Humanities programs seemed to leave out. It has broadened the categories of cultural analysis to include other traditions, and takes a more critical stance by focusing on the means of cultural production, adding concerns such as the following:

—Attention to systems of meaning and attendant issues of power.

—Critiques of the dominant tradition from perspectives associated with social outsiders.

—Explicitly political and social analyses of the texts studied in Humanities curricula.

—Analysis of commercial and popular culture.

—Signs and expressions of culture that traditional humanists tend not to consider artistic texts.

The joint project of Humanities and Cultural Studies is the close study of cultural artifacts using a variety of approaches from classical to contemporary. The major is designed to give students familiarity with a cultural heritage featuring a breadth of geographic and historic experience. It gives a working knowledge of the methodologies deployed by historians and critics of culture; the ability to explicate a specific body of culture with depth; and the opportunity to appreciate culture, and produce original works of criticism.

General Distribution Requirement

Humanities and Cultural Studies courses numbered 10, 21, 22, 24, 25, 26, 27, 28, 30, 32, 34, 35, 36, 38, and 46 count toward the requirement in humanities. Courses numbered 37, 40, 45, and 47 count toward the requirement in social science.

Diversity Requirement

The courses in Humanities and Cultural Studies that meet the international diversity requirement are numbered 21, 22, 32, 34, 36, 38, and 46.

Major Concentration

Students take a progression of fourteen courses that integrate as well as differentiate the humanities and cultural studies approaches, beginning with introductory exposure to a range of critical views and culminating in a senior capstone seminar (Humanities and Cultural Studies 88). The introductory course, Humanities and Cultural Studies 10, covers the history of cultural analysis, broadly defined, from classical to contemporary approaches, acquainting students with issues of continuing debate. Students establish a broad foundation of cultural knowledge by taking two courses from ancient

times to the Enlightenment (approximately the eighteenth century), and two courses from the Enlightenment to modern times; as well as two courses in the theory and philosophy of culture. On the intermediate level, all students are required to complete a six-course focus, concentrating on one textual form, period or theme. In the capstone seminar, students working on an independent project would share their scholarship, integrating what they have learned in the program, emphasizing the discipline of their focus. The capstone will lead to a focused examination of cultural artifacts that critiques at a higher level many issues first raised in the introductory course.

Students choose two participant faculty to be their Humanities and Cultural Studies advisors. These faculty should be closely involved in the focus section of the major plan. Talk to the program director about how to select a focus and advisors. Your advisors will help you decide which of many available courses best serve your interests, and put together a concentration plan. Advisors work closely with students on defining the focus of the major, and ensure that a satisfactory capstone option is available in the senior year.

Foundation Courses

The following courses satisfy the foundation requirements for Humanities and Cultural Studies. Topics courses in appropriate departments can be used at the discretion of the advisors.

Foundation I: Ancient Times to the Enlightenment

Humanities
- 21 Ancient World I: Greece (same as Classics 21)
- 22 Ancient World II: Rome (same as Classics 22)
- 24 Medieval and Renaissance Culture (same as English 26)
- 25 The Age of Enlightenment (same as English 27)
- 30 Jews, Christians and Pagans in Classical Antiquity: Cultures in Conflict (same as Classics 45)
- 32 Modernity and Challenges of the French Middle Ages and Renaissance (same as French 72)
- 34 Renaissance and Revolution: Forging Modern European Civilization (same as History 56)

Art
- 64 Medieval Art
- 65 Renaissance Art

Classics
- 27 Women in Classical Antiquity
- 29 Classical Mythology
- 47 Hellenistic and Jewish Cultures: Greek and Jewish Conversations in the Greco-Roman Period

Foundation II: Enlightenment to Modern Times

Humanities and Cultural Studies
- 26 Nineteenth-Century Europe (same as English 28)
- 27 Modernity and Postmodernity in Europe (same as English 29)
- 28 The Victorian Period (same as English 64)
- 35 Orientalism and Empire in Russia (same as Russian 63)
- 36 Mass Culture under Communism (same as Russian 56)
- 37 Cultural Studies and the Media (same as Communication and Media Studies 34)
- 38 Art and Ideas of France (same as French 68)

Anthropology
- 66 Nationalism and the Modern World

Communication and Media Studies
- 48 History of Film, 1894-1941

German Studies
55 German Cinema Studies

History
44 U.S. Since 1940

Religious Studies
47 Religion and Popular Culture

Sociology
46 Asian American Community and Identity (Same as Comparative North American Studies 46)

Women's and Gender Studies
59 20th Century Anglophone Women Writers

Foundation III: Theory and Philosophy of Culture

Humanities and Cultural Studies
40 Theories of the Subject (same as Sociology 40)
45 Science and Culture (same as Education 58)
46 Postcolonial Theory (same as International Studies 62 and Political Science 62)
47 Critical Social Theory and the Media (same as Communication and Media Studies 76)

German Studies
60 Nietzsche: Romantic, Modern, Postmodern

Linguistics
23 Advertising and Propaganda

Philosophy
31 Modern Philosophy
64 Philosophy of Language

Political Science
37 Contemporary Political Thought

Focus Plans

The six-course focus is the central part of the Humanities and Cultural Studies major. In it, students build on the introductory and foundation courses, combining a broad knowledge and a sophisticated set of analytical tools for an in-depth look at one aspect of culture. Students put together the focus with the help of their advisor, whose own courses might be a significant element. Courses can be drawn from any department or program in the college, as long as they are united by a common theme.

Humanities and Cultural Studies offers four focus in areas of particular faculty and student interest. Students should speak with the advisors listed for each of these programs.
(Post)-Colonial Culture. Sonita Sarker (Women's and Gender Studies)
Film Studies. Clay Steinman (Communication and Media Studies)
Critical Theory. Joëlle Vitiello (French)
Pre-Modern Cultures. Paul Solon (History)

COURSES

10 INTRODUCTION TO HUMANITIES AND CULTURAL STUDIES

This course introduces students to salient themes and theories in the study of textual and non-textual expression, focusing on how and to what purpose cultural artifacts are valued and interpreted. Fall semester. (4 credits)

21 THE ANCIENT WORLD I: GREECE (Same as Classics 21)

A close reading of selected authors from Homer to Aristotle with attention to the perennial nature of the questions raised. Discussions will be supplemented by lectures on art, history, religion, and science. Alternate years. (4 credits)

22 THE ANCIENT WORLD II: ROME (Same as Classics 22)

A study of Roman civilization from its origins to the Empire, with emphasis on the qualities which distinguish Roman literature from its Greek predecessors. The course will examine not only the intellectual life of the Romans, but attempt to describe the everyday experience of men and women in that world. The massive influence of Rome on later cultures and civilizations of the West will also receive attention. Alternate years; next offered spring 2003. (4 credits)

24 MEDIEVAL AND RENAISSANCE CULTURE (Same as English 26)

Beowulf to Sir Francis Bacon: European art, thought, and literature from the fall of Rome to the invention of printing and the birth of modern science. Alternate years. (4 credits)

25 THE AGE OF ENLIGHTENMENT (Same as English 27)

A survey of the intellectual and cultural transformations of the 17th and 18th centuries in Europe, including the discovery of the scientific method (Bacon, Descartes, Newton, Galileo), the assertions of political liberty that led to the American and French Revolutions (Locke, Rousseau, Voltaire, Diderot), the surprise of the encounter with alien cultures (Behn, Defoe, Montagu), the sparkling dramas of Congreve, Lessing, and Moliere, and the passionate satires of Swift, Johnson, Laclos, La Fontaine, and Goethe. Alternate years. (4 credits)

26 NINETEENTH CENTURY EUROPEAN CULTURE (Same as English 28)

A survey of European culture during its rise to world power, from 1800 to the First World War. To include discussion of the industrial revolution (Malthus, Carlyle, Dickens, Gaskell), the influence of romantic poetry and philosophy (Wordsworth, Coleridge, Hegel, Kierkegaard, Nietzsche), the lyric poetry of Baudelaire, Rilke, and Yeats, the triumph of the realist novel (Flaubert, Brontë, George Eliot, Dostoyevsky), the revolutionary sciences of Darwin and Marx, the anxiety of the colonial experience (Kipling, Conrad), and the fin-de-siècle collapse of Victorian certainties (Wilde, Zola, Freud). With some attention to music and the visual arts. Alternate years. (4 credits)

27 MODERNITY AND POSTMODERNITY IN EUROPE (Same as English 29)

A survey of European culture and its relations to the world in the 20th century, as its shattered traditions are recuperated and re-evaluated. The decentering of European nationalism both in Europe (Kafka, Joyce, Conrad, T.S. Eliot, Grass) and its former colonies (Pound, Coetzee, Césaire, Walcott), the dark nostalgia of Yeats and Hemingway, and the skeptical philosophies of Heidegger, Benjamin, Orwell, Sartre, Kristeva, Foucault, and Derrida. To include some work on film (Lubitsch, Eisenstein, Riefensthal, Wenders, Fellini, Truffaut) and popular culture. Alternate years. (4 credits)

28 THE VICTORIAN PERIOD (Same as English 64)

British literature from the 1830's to about 1900, emphasizing poetry and non-fiction prose by Alfred, Lord Tennyson, the Brownings, Matthew Arnold, the Rossettis, William Morris, Algernon Swinburne, Thomas Carlyle, John Stuart Mill, John Ruskin, Walter Pater, Oscar Wilde, and others. Attention is paid to social, economic, political and scientific developments of the age; Victorian music, painting and architecture are briefly examined. This course is usually taught in conjunction with History 53, and when it is, students will be required to register for both courses. Alternate years. (4 credits)

30 JEWS, CHRISTIANS AND PAGANS IN CLASSICAL ANTIQUITY: CULTURES IN CONFLICT (Same as Classics 45 and Religious Studies 45).

This course studies the interaction of Jewish, Christian, and pagan cultures, and the protracted struggle for self-definition and multi-cultural exchange this encounter provoked. The course draws attention to how the other and cultural and religious difference are construed, resisted, and apprehended. Readings include Acts, Philo, Revelation, I Clement, pagan charges against Christianity, Adversus Ioudaios writers, the Goyim in the Mishna, and apologetic literature. Alternate years. (4 credits)

32 MODERNITY AND CHALLENGES OF THE FRENCH MIDDLE AGES AND RENAISSANCE (Same as French 72)

Introduction to the study and the context of French literary and artistic masterpieces from the 12th to the 16th century, with special focus on their ties with contemporary "mentalité" and events. The significance of specific works for audiences of their time will be extended to the study of their influence in subsequent centuries, including the 20th/21st. Particular attention will be paid also to our own representation and use of these past centuries in diverse contemporary media, such as films and advertisements. The thematic emphasis of the class, as well as the historical period, may vary by semester. Prerequisite, French 52 or permission of the instructor. Alternate years. (4 credits).

34 RENAISSANCE/REVOLUTION: FORGING MODERN EUROPEAN CIVILIZATION (Same as History 56)

Were Renaissance Europeans the "first born sons of the modern world?" How and why did Europe modernize in a series of cultural movements that transformed first Europe then the world between 1300 and 1800 BCE? What cultural myths and metaphors were used by Europeans to explain this process, what is implied by them, and which best explains their seeming triumph: Renaissance? Reformation? Reconnaissance? Revolution? We address these questions narratively, surveying the social and cultural history of Europe from the high middle ages to the beginnings of the modern era focusing on the relationship between material and cultural change within the process of modernization. Alternate years. (4 credits)

35 ORIENTALISM AND EMPIRE IN RUSSIA (Same as Russian 63)

"Orientalism and Empire: Russia's Literary South" Since the 18th century to the 1990s war with Chechnia, contradictory views of Russian empire building have been reflected in Russian literature. Students first explore recurring Russian ideas of empire, such as "Moscow the Third Rome," and "Eurasianism," as well as the constructs of East-West as factors in Russian identity thinking. The course focuses on the Caucasus region, Russia's "Oriental" south, starting with a brief history of imperial expansion into the area and concentrating on its literary expression in travelogues, Classicist and Romantic poetry, Oriental tales, short stories, and novels. We will ponder general "orientalist" imagery and stereotyping (the noble savage, the brave tribesman, the free-spirited Cossack, the sensual woman, the imperial nobleman/peasant, the government functionary, and "virgin" territory) together with ideas of nation and identity based on this specific region. We will read classics of Russian literature (Pushkin, Lermontov, Tolstoy, Tsvetaeva), but also lesser known authors, some justly and others unjustly forgotten by the canon (Osnobishin, Elena Gan, Iakubovich, Rostopchina). We will supplement our literary readings with a variety of critical and historical texts, as well as films. In English. Next offered fall 2002 as First-Year Seminar. (4 credits)

36 MASS CULTURE UNDER COMMUNISM (Same as Russian 56)

The politics and sociology of Soviet Russian culture from the October Revolution to the fall of communism. For each period in Soviet history, changes in the production and consumption of culture will be considered with specific examples to be discussed. Topics dealt with in the course include the role of mass media in society, popular participation in "totalitarian" societies, culture as a political tool. Popular films, newspapers and magazines, songs, radio and TV programs, etc., will serve to analyze the policies that inspired them and the popular reactions (both loyal and dissenting) they evoked. No prerequisites; taught in English. Alternate years. (4 credits)

37 CULTURAL STUDIES AND THE MEDIA (Same as Communication and Media Studies 34)

An overview of contemporary approaches to media as culture, a determining as well as determined sphere in which people make sense of the world, particularly in terms of ethnicity, gender, identity, and social inequality. Students develop tools for analyzing media texts and accounts of audience responses derived from the international field of cultural studies and from the social theory on which it draws. Analysis emphasizes specificity of media texts, including advertisements, films, news reports, and television shows. Experience in cooperative discussion, research, and publication. Alternate years. (4 credits)

38 ART AND IDEAS IN FRENCH CULTURE (Same as French 68)

The course studies the arts of France (art, architecture, music and literature) in their historical and intellectual settings. Topics and historical periods studied vary by semester. In Fall 1999 the emphasis was on the arts of contemporary France. Prerequisite French 52 or permission of instructor. Alternate years. (4 credits)

40 THEORIES OF THE SUBJECT (Same as Sociology 40)

In recent years, the place of human beings in social theories has changed from "the individual," "the social actor," or "the self" to "the subject." In this class we will read a number of social theorists to discover how and where they place the subject. We will begin with four 19th century theorists, each of whom founded a theoretical tradition: Karl Marx (critical theory), Emil Durkheim (structuralism), Max Weber (action theory/social constructionism) and Sigmund Freud (psychoanalytic theory). We will consider each of these traditions and end with a consideration of post-structuralist and post-colonial theorists like Julia Kristeva, Michel Foucault, Jacques Derrida, Stuart Hall and Trinh Mihn-ha. Alternate years. (4 credits)

45 SCIENCE AND CULTURE (Same as Education 58)

This class uses anthropological and cultural studies frameworks to examine the relationship between scientific knowledge and culture. Topics include the occupational lives of scientists; the transformation of scientific knowledge in schools, mass media, and museums; and the consumption practices of non-scientists, e.g., through the health care system and science fiction fan clubs. It also explores questions concerning the role of gender in scientific knowledge and colonialism in scientific practice. Alternate years. (4 credits)

46 POSTCOLONIAL THEORY (Same as International Studies 62 and Political Science 62)

Traces the development of theoretical accounts of culture, politics and identity in Africa, South Asia, the Caribbean and related lands since the 1947-1991 decolonizations. Readings include Fanon, Said, Walcott, Ngugi and many others, and extend to gender, literature, the U.S., and the post-Soviet sphere. The course bridges cultural, representational, and political theory. Prior internationalist and/or theoretical coursework strongly recommended. Alternate years. (4 credits)

47 CRITICAL SOCIAL THEORY AND THE MEDIA (Same as Communication and Media Studies 76)

Study of traditional and contemporary media theory, grounded in the humanities as well as in the social sciences. Emphasis on the "public sphere," as theorized by Jürgen Habermas, Nancy Fraser, and others. Class discussion evaluates the social uses of theories and probes assumptions and values embedded within them. A research paper allows each student to examine one theory or theoretical issue in detail. Prerequisite: Media Institutions (Communication and Media Studies 26), Cultural Studies and the Media (Communication and Media Studies 34), The Electronic Media in an International Age (Communication and Media Studies 46), or consent of instructor. Alternate years; next offered 2003–2004. (4 credits)

50 TOPICS

Recent examples include: Popular Music in Theory and Practice, Picturing the Past: Studies in Film and History, Decadence and Modernism in Europe, 1890-1914, Film and the Fantastic, Modernity and the Unconscious: What Does God Do When He is Dead?, Love and Death in Literature and Music. (4 credits)

88 SENIOR SEMINAR

In the capstone seminar, students working on an independent project share their scholarship, integrating what they have learned in the program, emphasizing the discipline of their focus. The capstone offers a focused examination of issues first raised in the introductory course. Spring semester. (4 credits)

96 INDEPENDENT PROJECT

An interdisciplinary project building on the core and supporting courses and culminating in a paper or presentation. Prerequisites, senior standing and permission. Every semester (4 credits)

97 INTERNSHIP

No more than one may be used toward the major. Every semester (4 credits)

Individually Designed Interdepartmental Major

See the section on graduation requirements for the description and requirements of this major concentration.

International Studies

Dean of International Studies and Programming: Ahmed Samatar.

Core Program Faculty: David Chioni Moore (International Studies and English), Nadya Nedelsky

Program Advisors: Terry Boychuk (Sociology), Antonio Dorca (Spanish), Birgitta Hammarberg (German Studies and Russian), David Itzkowitz (History), Gary Krueger (Economics), James Laine (Religious Studies), Andrew Latham (Political Science), David Lanegran (Geography), Stuart McDougal (English), Linda Schulte-Sasse (German Studies and Russian), Arjun Guneratne (Anthropology), Joëlle Vitiello (French), Karen Warren (Philosophy)

Part Time Faculty: Brett Smith (International Studies and Environmental Studies)

Visiting International Faculty: Amparo Menendez-Carrion (Latin American Studies), Marie Thorsten (Asian Studies)

The international studies major provides an understanding of transnational and intercultural relations through interdisciplinary work across departments in the social sciences and humanities. It includes curricular, experiential, and skills components which together are designed to give students:

1. familiarity with geographical, cultural, political, economic, literary and historical approaches to global issues;

2. working knowledge of the methodologies central to the participating social science and humanities departments;

3. an international experience through an appropriate study abroad program;

4. competency in a second language, at least equivalent to six courses of college-level work.

General Distribution Requirement:

International Studies 10, 25, 35, 38, 63, and 68 count toward the general distribution requirement in social science. International Studies 11, 34, 62, 64 and 65 count toward the general distribution requirement in humanities. Some topics courses (50), as approved by the department, may also count toward the distribution requirements. Courses approved on International Studies major plans but offered through other departments may satisfy general distribution requirements as specified by those departments.

Diversity Requirement:

All courses in International Studies meet the international diversity requirement except 34, 38, 50 (International Studies 50: Latin America in Comparative Perspectives *has* been approved as international diversity), 68, and those numbered 95 and above.

Major Concentration:

Students plan their major, which consists of fourteen courses, in consultation with their international studies advisor. All majors must complete the following:

A) International Studies 10 or 11, Introduction to International Studies.

B) Competency in a foreign language at the following level: French 51 and 52, German Studies 31, Japanese 52, Portuguese through Spanish 25 (*Brazil Today*), Russian 32, or Spanish 51 and 52. Students may meet the competency requirement in a language not regularly offered at the College. In such a case they must demonstrate an equivalent ability in that language, as confirmed by the Dean of International Studies with appropriate consultation. Students for whom English is a second language are considered to have met the language requirement.

C) One semester of study abroad on a program chosen at least in part to support the twelve-course emphasis, described below. International students at Macalester meet this requirement by completing a semester at Macalester.

D) A capstone experience of either a Senior Seminar in International Studies or an advanced independent project developed under appropriate supervision and with the approval of the Dean of International Studies.

In addition to these four requirements, at the center of the major plan the student must complete a twelve-course emphasis, in either Social Science or Humanities, as described below:

Option I. Social Science Focus

E) 6 courses with primary international content drawn from one of the following departments: Anthropology, Economics, Geography, Political Science, or Sociology.

F) 3 courses with primary international content drawn from at least two of the four social science departments not chosen in "E," or from Linguistics or Women's and Gender Studies (when social scientific).

G) 3 courses with primary international content drawn from at least two of these departments: Art, Classics, Communication and Media Studies, Dramatic Arts and Dance, English, History, Humanities and Cultural Studies, Music, Philosophy, Religious Studies, the Foreign Languages, or Women's and Gender Studies (when humanistic).

Option II. Humanities Focus

E) 6 courses with primary international content drawn from one of the following departments: English, French, German Studies and Russian, History, Philosophy, Religious Studies, or Spanish.

F) 3 courses with primary international content drawn from at least two of the humanities departments not chosen in "E," or from Art, Classics, Communication and Media Studies, Dramatic Arts and Dance, Humanities and Cultural Studies, Music, or Women's and Gender Studies (when humanistic).

G) 3 courses with primary international content drawn from at least two of these departments: Anthropology, Economics, Geography, Linguistics, Political Science, Sociology, or Women's and Gender Studies (when social scientific).

Additional Notes:

The 14 courses taken for the International Studies major must include:

1) at least four International Studies courses numbered from the 20s through the 70s. Such courses will be counted, as appropriate, towards the requirements in "E," "F," or "G" above;

2) no more than two introductory courses among the six courses in "E" above;

3) no more than three introductory courses among the six courses in "F" and "G" above; and

4) no more than one internship.

Courses taken to satisfy the language requirement may not be included among the fourteen courses that comprise the major plan, except in cases where the central department under "E" is French, German Studies and Russian, or Spanish. In these cases language work above the intermediate level may be counted among the necessary six courses. Courses taken during study abroad may count, when appropriate, toward the major.

Students seeking to focus their International Studies major plan on environmental studies and not completing any of the six-course focuses described under "E" above, must complete a standard disciplinary minor in biology, chemistry, or geology.

Note: Many departments in the College offer majors with an international emphasis. Such majors are designed for students who do not wish to pursue a full-scale international studies major, but who wish to introduce a significant international component into their disciplinary work. Consult departmental listings or the Dean of International Studies and Programming for further information.

Honors Program:

The International Studies Program participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations are available from either the International Studies office or the Dean of Academic Programs.

COURSES

Introductory Courses

Open to first year students

10 INTRODUCTION TO INTERNATIONAL STUDIES: GLOBALIZATION

Globalization is upon us. This amounts to unprecedented levels of cultural interpenetration and civilizational encounter that spare few. Most of what animates this condition claims a deep ancestral line. However, the contemporary velocity, reach, and mutations of these forces suggest the onset of a new "world time"—one replete with contradictions, perils, and enabling promises. This course introduces students to the phenomenon of globalization by posing questions such as: (a) What is

globalization, and how does one study it? (b) What are the principal forces (e.g., social groups, ideas, institutions and habits, and ecological circumstances) that shaped and still propel it? and (c) What are the concrete consequences of globalization, and how are we to respond effectively? Every fall, open to first- and second-year students. (4 credits)

11 INTRODUCTION TO INTERNATIONAL STUDIES: LITERATURE AND GLOBAL CULTURE

One of the most significant trends of the current era has been "globalization:" the shrinking of distances, the greater interpenetration of the world's peoples, and the rise, perhaps, of a so-called global culture. Yet it is too simple to say, "it's all a big mix," for the questions of how the mixing is done, and who has what stakes in it, are complex. The study of literature illuminates these questions. By reading important recent texts, this course tackles "world" questions: what does it mean to be from a certain place? what is a culture? and who are we in it? We'll work to link our own personal readings with the texts in dialogue with the world. Texts will be drawn from U.S. multicultural, "world," and travel literature, narratives of sea and space, and rich theoretical readings. Every spring, open to first- and second-year students. (4 credits)

Intermediate Courses

25 COMPARATIVE ECONOMIC SYSTEMS (Same as Economics 25)

This course examines the workings of economic systems from the perspective of the incentives facing the firm and consumer. The course provides an introduction to the economics of information and organization which is used to evaluate resource allocation under the specific institutional environment of different economic systems. Our understanding of the incentive system is then used to evaluate the overall economic system. The focus of the course is primarily on the U.S., Japan and the former Soviet Union/Russia. As time permits the course may examine China, Germany and Central Europe. Prerequisite, 19. Next offered spring 2003 (4 credits)

34 AMERICAN INTERNATIONAL RELATIONS SINCE 1940 (Same as History 34)

This course examines cultural, economic, and strategic patterns that have made up U.S. foreign relations from the War of 1898 to the present. Drawing on a diversity of texts and perspectives about the role of the United States in the world, it explores the variety of discourses that have shaped America's role in the world, such as imperialism, anti-imperialism, self-determination, isolationism, internationalism, race, and anti-communism. It considers the domestic setting of U.S. policy and global influence; sets a broad context of non-governmental global connections; and discusses various international and domestic perspectives on U.S. foreign policy. Offered every year. (4 credits)

35 ECONOMICS OF THE TRANSITION (Same as Economics 35)

This course surveys the theoretic and empirical literature on Soviet-style central planning and the transition to a market economy. The economic history of central planning is examined with emphasis on the experience of the Soviet Union and its variants in Eastern Europe and China. The tool of analysis is the branch of economics known as the economics of organization and information, which will be used to analyze the operation, strengths, and limitations of central planning. The legacy of central planning forms the backdrop for an examination of the transition to a market economy. Prerequisites, 19 and one 20s level Economics course; 21 or 25 are recommended. Alternate years; next offered fall 2003. (4 credits).

38 GLOBALIZATION AND THE ENVIRONMENT (Same as Environmental Studies 38)

This introductory course interrogates rapidly evolving global economic and political systems from a framework of environmental sustainability. Multiple economic, political, scientific, and philosophical perspectives are considered, as are proposals for system changes. Particular attention is paid to the role of multi-national corporations, international trade and finance patterns and agreements, and global climate change. Questions related to consumption, population, and food production are also considered. The main prerequisite is strong interest in the subject. Offered every year. (4 credits)

50 TOPICS

Selected topics in globalization. Recent courses have included Health, Human Rights, and Humanitarian Emergencies; Global Cities; Memory and Nostalgia; Ethno-Territorial Conflicts; Transnational Elites; and focused offerings in Latin American, Asian, and Russian Area Studies. (4 credits)

55 FEMINIST POSTCOLONIALISM AND POSTMODERNISM: ADVANCED FEMINIST THEORIES (Same as Women's and Gender Studies 55)

What is a Nation? Who are its citizens? How do language and gender roles shape the ways we imagine our roles as men and women? Do sexuality or economy affect how we subscribe to or resist political ideologies? These are the questions on which contemporary feminist thinkers have based their analysis, critique, and reconstruction of men's and women's roles. This class explores the intersection of Postcolonialism (specifically gendered critiques of colonizing sociopolitical structures) with Postmodernism (specifically gendered critiques of language and sexuality). We will examine film, photography, music, and the writings of Freud, Saussure, Beauvoir, Foucault, Appiah, Chodorow, Kristeva, Jameson, Said, Kincaid, Grewal, hooks, Spivak, Trinh, among others. Prerequisite: at least one prior class in Women's and Gender Studies. Next offered 2003-2004. (4 credits)

62 POSTCOLONIAL THEORY (Same as Humanities and Cultural Studies 46, Political Science 62, and English 46)

Traces the development of theoretical accounts of culture, politics and identity in Africa, South Asia, the Caribbean and related lands since the 1947–1991 decolonizations. Readings include Fanon, Said, Walcott, Ngugi and many others, and extend to gender, literature, the U.S., and the post-Soviet sphere. The course bridges cultural, representational, and political theory. Prior internationalist and/or theoretical coursework strongly recommended. Alternate years; next offered spring 2003. (4 credits)

63 CULTURE AND GLOBALIZATION (Same as Anthropology 62)

The world is far more interconnected today than ever before, but what does this mean in terms of culture? This course looks at the impact of globalization on cultures and at examples of global cultures such as tourists and immigrants, media and popular cultures, world cities, and transnational intellectuals, ethnicities and ideologies. It also looks at the way cultures interact at geographic borders and in the margins of society. Alternate years. (4 credits)

64 CULTURE AND REVOLUTION (Same as Russian 64)

This course examines the relationship between cultural and political change during three very different revolutions: France 1789, Russia 1917, Iran 1979. How do people change when governments are overturned? How do revolutions shape popular consciousness? Do people understand events as revolutionaries intend? To answer these questions, we will examine symbols and political ideologies, mass media, education, social identities, the culture of violence, popular participation and resistance, and other issues. Readings will include revolution-inspiring works of Voltaire and Rousseau, Marx and Lenin, Khomeini and the Koran. We will read sympathetic and antagonistic contemporary accounts, and look at popular culture to see how events were understood. Fashion and etiquette, comics and caricatures, movies and plays will be used. Alternate years. (4 credits)

65 TRANSLATION AS CROSS-CULTURAL COMMUNICATION (Same as Russian 65)

When communication takes place across language barriers, it raises fundamental questions about meaning, style, power relationships, and traditions. This course treats literary translation as a particularly complex form of cross-cultural interaction. Students will work on their own translations of prose or poetry while considering broader questions of translation, through critiques of existing translations, close comparisons of variant translations, and readings on cultural and theoretical aspects of literary translation. Advanced proficiency in a second language required. Every year. (4 credits)

68 SUSTAINABLE DEVELOPMENT AND THE GLOBAL FUTURE (Same as Environmental Studies 68)

This advanced course thoroughly examines the concept of sustainable development. We will define the term, examine its history, and evaluate its political, philosophical, scientific, and economic significance. Implementation of sustainable development in both the world's North and South are considered. Close attention is given to non-governmental organizations and nation states, the loss of global biodiversity, and existing and proposed remedial actions. Prior coursework in international, development, political, scientific, and/or environmental issues is strongly recommended; permission of the instructor required. Every year. (4 credits)

Advanced Courses

Students should have at least two courses in international studies including International Studies 10 or 11, or the permission of the instructor.

88 SENIOR SEMINAR: UNIVERSALISM: CONFRONTING GLOBAL THOUGHT

Rapid globalization in all areas of modern life raises afresh the question of universalism: do we live in one world or many? This course reviews classic inquiries into politically, culturally, and philosophically charged attempts at thinking the world as one. Varying somewhat from year to year, the course ranges across world-historical studies, Russia's "Eurasian" school, theories of *Weltliteratur*, debates in the Americas and the Caribbean, and contemporary writing on global culture and global business. Throughout, we will ask: in whose interest is the universal? is there any local left? does global mean homogeneous? is today's "unification" new, or only a variation on old processes? is it possible to be cosmopolitan? is there any center left, and if so, who or what occupies it? A course less about research or fact than about thought. Prerequisite: senior standing. Every fall. (4 credits)

89 SENIOR SEMINAR: PERSPECTIVES ON WORLD ORDER

The end of the Cold War eliminated a large and draining bifurcation of international society. However, the initial astonishments of this event now give way to new arguments about the nature and direction of transnational life. For some, the situation is seen as the disappearance of an aberration, the winning of a wager, and the return of the "natural" processes of modernization and progress, undergirded by free markets and liberal democracy and pioneered by Europe. Others read the demise of the Cold War as a moment of truth: the unveiling of a deeper, more complicated and multi-faceted divide, requiring fundamental rethinking as well as reconstitution of world order. This senior seminar interrogates these and other interpretations of the interregnum and their correlative visions. Prerequisite: senior standing. Every spring. (4 credits)

95 TUTORIAL

Closely supervised individual or small group study for advanced students on a subject not available through regular catalog offerings. Every semester. (4 credits)

96 INDEPENDENT PROJECT

An opportunity for advanced students to pursue an independent research project under the supervision of a sponsoring faculty member. Such a project must begin with a brief written proposal to the faculty supervisor and the Dean of International Studies. Prerequisites: International Studies 10 or 11 and Junior standing. Every semester. (4 credits)

97 INTERNSHIP

The internship is a rare occasion for students to join the intellect with practical internationalist experience. Students must first enlist the sponsorship of one faculty and an on-site supervisor. All three should agree on specific objectives and a means to gauge progress. The internship can be taken up during a semester or summer no earlier than sophomore standing. Prerequisites: International Studies 10 or 11, sophomore standing, sponsorship by a faculty member associated with International Studies, and approval of the Dean of International Studies. Every semester. (4 credits)

Japanese Language Program

Full Time Faculty: Chie Muramatsu Dorn, Sachiko Dorsey, Satoko Suzuki (Director), Sarah Pradt

The Japanese Language Program offers students the opportunity to study a language, literary tradition, and national cinema that are challenging and interesting in themselves but are also instrumental in understanding the intellectual, economic, political, and social structures of one of the contemporary world's most dynamic nations. The objectives of the Japanese Language Program are: a) to provide a firm foundation for those contemplating graduate level work in Japanese language and literature or in related fields; b) to provide language training for students from any department, for professional needs, and for travel; c) to provide all students with the opportunity to broaden their liberal arts education through the study of an Asian language and culture.

Career Orientation for Japanese Language Specialists

Recent graduates who have focused their studies on Japanese language and literature have entered fields such as education, international banking and commerce, law, foreign service, studio and design art, and journalism. Others have gone on to professional schools or to graduate programs in Japanese language and literature, linguistics and teaching English as a second language, history, economics, and international business.

Japan House

Every semester, three Macalester students live in Japan House, a residence just off-campus where students live and cook communally with a graduate language assistant from Japan. Students in Japan House have the opportunity to "learn Japanese in their pajamas," acquiring and using Japanese in everyday situations and in a relaxed atmosphere. Japan House residents help Japanese Language Program staff create programming related to Japanese language and culture (festivals, movie nights, cooking parties) and host social events at times significant in a traditional calendar (moon-viewing, Setsubun, Children's Day).

Concentration

The Japanese Language Program does not offer a major concentration. Students who focus on Japanese studies usually major in Asian Studies. However, the program does offer a minor. In consultation with an adviser from within the program, students wishing to minor in Japanese should complete:

A) Japanese 51 and 52 (Advanced Japanese)

B) 3 courses with focus on Japan (including at least one Japanese Language Program course in the 50s, 60s or 70s)

General Distribution Requirement

All courses in the Japanese language program count toward the general distribution requirement in humanities.

Diversity Requirement

Courses in the Japanese language program satisfying the international diversity requirement are 16, 51, 52, 53, 54, 55, 62, 71 and 72.

COURSES

11 ELEMENTARY JAPANESE I

Introduction to Japanese language and culture. Practice in basic sentence patterns and conversational expressions to enable students to speak and write Japanese. Fall semester. (4 credits)

12 ELEMENTARY JAPANESE II

Continuation of 11. Prerequisite, Japanese 11 or its equivalent. Spring semester. (4 credits)

16 IMAGES OF MASCULINE AND FEMININE IN JAPANESE CULTURE

Research in fields as different as genetics and anthropology has suggested that gender (Webster: "the behavioral, cultural, or psychological traits typically associated with one sex") is a cultural rather than innate phenomenon. Looking closely at the expectations for and characteristics of "male" and "female" across cultures can help to recognize how those expectations and characteristics are created

in one's own culture. This course examines closely some of the many written and visual prescriptions for being male and female in Japanese culture, through selections from fictional narratives, poetry, drama, and non-fiction ranging from very early times (circa 700 AD) to the present. We will examine how various art, film, manga (graphic novels), and animation produced both for Japanese audiences as well as for the "export" of Japanese culture to the West invoke, reinforce, or challenge stereotypes of male and female. Offered once every three years. (4 credits)

31 INTERMEDIATE JAPANESE I

Continuation of 12. While the emphasis is placed on listening and speaking skills, students continue their study of kanji and begin to work with short texts. Prerequisite, Japanese 12 or its equivalent. Fall semester. (4 credits)

32 INTERMEDIATE JAPANESE II

Continuation of 31. Prerequisite, Japanese 31 or its equivalent. Spring semester. (4 credits)

50 TOPICS

Topics courses may include courses on linguistics, literature, or film (4 credits).

51 ADVANCED JAPANESE I

Continuation of Japanese 32. Emphasizes continued development of conversation skills, while not neglecting the development of reading skills. Prerequisite, Japanese 32 or permission of instructor. Fall semester. (4 credits)

52 ADVANCED JAPANESE II

Continuation of Japanese 51. Emphasizes strong development of reading and writing skills. Prerequisite, Japanese 51 or permission of instructor. Spring semester. (4 credits)

53 COMMUNICATIVE STRATEGIES IN JAPANESE SOCIETY (Same as Communication and Media Studies 35)

This course aims at understanding communicative strategies employed by Japanese speakers. Students of Japanese language often wonder what cultural assumptions and strategies lie behind the language they are studying. In language classrooms such issues are touched upon but never fully explained in the interest of time. This course offers in-depth explorations of the interrelationship between Japanese language and society. Students will be encouraged to reflect upon their own communicative strategies. They will also read about strategies used by American English speakers as a point of comparison.

How is gender articulated in Japanese society? Is the so-called feminine speech in Japanese real? If the feminine speech is considered 'powerless,' how do women in authoritative positions speak? Problems in U.S.-Japan business and other negotiations are often reported in the popular press. How are they related to how people in each country communicate with one another? Japanese people are supposed to be 'polite.' How, to whom, and in what context do they express politeness? Are their politeness strategies markedly different from those of other countries? Students will have opportunities to explore issues such as these. No Japanese language ability required. Every year. (4 credits)

54 POSTWAR LITERATURE IN TRANSLATION: AT THE CENTER, FROM THE MARGINS

The course is designed to explore the richness of postwar and contemporary Japan, and begins with an examination of how Japanese literature came onto the "world scene" after WWII, as the works of Tanizaki, Mishima, and Kawabata appeared in English translation. We'll read several novels by these authors, and consider what kind of image of Japan developed from and through that literary canon, then we'll "deconstruct" that image of Japan by reading work by less well-known authors. Although Japanese society is often presented as homogenous and monoracial, there are people of various backgrounds, ethnicities, and language traditions living in the islands of Japan today, as there have been for many centuries. We will read literature and non-fiction about and by Okinawans, residents of other southern islands, Koreans and people of Korean descent in Japan, burakumin (traditional outcasts), and Ainu. We will read work by women that challenges traditional role expectations, and we will read work about and by people who experienced atomic bombing. Every year. (4 credits)

55 JAPANESE FILM

This course examines some of the enormous body of Japanese film, focusing on works from the 1930s to the present. We will see the work of well-known directors like Mizoguchi, Ozu, Kurosawa, and Oshima, as well as recent films by directors like Kitano, Iwai, and Morita. Thematically, the films will be united by a single topic, which changes with each offering (previous topics have included "Love, Sex, and Death" and "Families On Film"). Methodologically, the course considers how to approach Japanese film, and engages with a number of critics who have argued that Japanese film is intrinsically different from other national cinemas, particularly from classical Hollywood norms. We will consider the strengths and weaknesses of this argument, and we will also address recent research which calls for analyzing film within an evolving media system. No Japanese language ability required. All films shown with English subtitles. Spring semester. (4 credits)

62 ANALYZING JAPANESE LANGUAGE (Same as Linguistics 62)

Our perception is greatly influenced by the language we use. Without knowing, we limit ourselves to thinking that our current perspective is the only way by which to view ourselves and the world. By analyzing Japanese, students can experience perceptual and cultural systems that are different from their own. At the same time, students may also discover that there are certain qualities that are common even in "exotic" languages such as Japanese.

What is the difference between subject and topic? (The "topic marker," which is not used in English, is prominent in Japanese.) Why can't you translate "he is cold" word for word into Japanese? How do women talk differently from men? In what kind of situation should we use honorific language? What is "in-group" as opposed to "out-group" and how is that societal distinction reflected in language? This course offers answers to these questions that students of Japanese commonly have. Prerequisite, Japanese 32, or permission of instructor. Every year. (4 credits)

71 FOURTH YEAR JAPANESE I

The course aims at the acquisition of advanced level proficiency in speaking, listening, reading and writing. Students are given opportunities to develop abilities to narrate and describe, to understand main ideas and most details of connected discourse on a variety of topics, to read prose several paragraphs in length, and to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. In addition, students will practice language that is sociolinguistically appropriate in specific situations. Prerequisite, Japanese 52 or permission of instructor. Alternate years. May be repeated for credit. (4 credits)

72 FOURTH YEAR JAPANESE II

The course is a continuation of Fourth Year Japanese I. It continues work on the acquisition of advanced level proficiency in speaking, listening, reading and writing. Students are given opportunities to understand the main ideas of extended discourse, to read texts which are linguistically complex, and to write about a variety of topics. Prerequisite, Japanese 71 or permission of instructor. Alternate years. May be repeated for credit. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Tutorials may be arranged for special kanji study or for supervised reading. Every semester. (1–4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. Every semester. (4 credits)

Latin American Studies Program

A revised program in Latin American Studies is being reviewed. Detailed information was not available at the time of this publication. Please contact either the program director or the Registrar's Office for more information.

Legal Studies Program

Martin Gunderson (Philosophy), Harry Hirsch (Director, Political Science), Norman Rosenberg (History), Paul Solon (History)

This minor is available to students who complete a major or a minor in the affiliated departments of Philosophy, Sociology, Political Science, or History. It is designed to give students a broad, yet structured, academic grounding in interdisciplinary approaches, within the liberal arts, to the study of law and legal culture.

Requirements

1. Completion of a major or a minor in one of the "affiliated departments"—Philosophy, Political Science, Sociology, or History.

2. With the assistance of a Legal Studies adviser from the affiliated department in which they are seeking a major or a minor, students will select six courses from those approved by the Legal Studies Steering Committee for their minor in Legal Studies. No more than two courses under the 90 level may be selected from any single department. It is vital to consult with an adviser affiliated with Legal Studies since the Program will be offering a variety of special topics courses that count toward the minor.

3. One of the six required courses may be an internship related to the field of Legal Studies. This internship must be selected in consultation with the Director or one of the affiliated faculty listed above.

COURSES

50 TOPICS

Topics courses allow students to explore special issues in Legal Studies from inter-disciplinary perspectives. Typically, these courses will be cross-listed with one of the affiliated departments. (4 credits)

96 INDEPENDENT PROJECT

All individual projects require the approval of the Director of the Legal Studies Program. Every semester. (4 credits)

97 INTERNSHIP

All internships require approval of the Director of the Legal Studies Program. Every semester. (4 credits)

Courses in Affiliated Departments:

History:
44 U.S. Since 1940
50 Special Topics in Legal History:
The Rule of Law
96 Independent Study in Legal History

Philosophy:
25 Ethics
50 Special Topics in Philosophy and Law
73 Philosophy of Law (Same as Political Science 73)
96 Independent Study in Philosophy and Law

Political Science:
50 Special Topics in Politics and Law
The Rule of Law
56 U.S. Constitutional Law and Thought
57 U.S. Civil Rights and Civil Liberties
61 Gender, Sexuality, and the Law
67 Crime and Criminal Law
77 Contemporary Legal Problems
88 Research Seminar in Law and Theory
96 Independent Study in Politics and Law

Sociology:
16 Introduction to Sociology: Deviance and Social Control
50 Special Topics in the Sociology of Law
96 Independent Study in the Sociology of Law

Linguistics Program

John Haiman (Director), Sarah Dart

As far as we know, language is unique to the human species. It is by far the most complex behavior of which human beings are capable. But at the same time, unlike the ability to play master chess or perform on the parallel bars, it is democratically distributed among all human beings.

Both philosophical speculation on language (e.g. Plato's *Cratylus*), and the scientific study of its form (e.g. Panini's *Astadhyayi*) are very old. With fitful interruptions, the study of language has been pursued by philosophers and grammarians for well over two millennia. In the nineteenth century, linguistic science became the indispensable adjunct of prehistory and archaeology, while in the first part of the twentieth century, it became one of the branches of ethnography as well. Within the last thirty years, the formal study of language structure initiated by Noam Chomsky has made linguistics a central discipline, together with computer science and psychology, of the emerging discipline of cognitive science; the study of meaning, and its relationship to linguistic form, have made linguistics, together with rhetoric and literary theory, the major discipline in semeiotics; and the study of language in its social context, revolutionized by the work of William Labov, has made linguistics a branch of quantitative sociology as well.

Linguistics therefore has a vital relation not only to all the humanities and social sciences, but also to branches of mathematical theory and evolutionary biology. It is the cross-roads discipline par excellence. The raw data of linguistics—spoken and written language—are all around us. Moreover, as native speakers of at least one language, all human beings are expert on language. Yet paradoxically, the interpretation and analysis of these data are still a matter of invigorating controversy. The last word has not been spoken on the issues raised in the *Cratylus*, and the ideal grammar of any language is no closer to our grasp than it was to Panini, whose Sanskrit grammar is still recognized as "one of the greatest monuments of the human intellect." As language is the most democratically distributed human cognitive capacity, so linguistics is the most accessible of the sciences. Students are invited to contribute to and enrich with their ideas, this tradition of inquiry.

In addition to its contribution to a humanistic and scientific education, linguistics offers students tools for the learning and the teaching of all languages and careers based on this, and for the pursuit of post-graduate studies in fields as disparate as electrical engineering and the law.

General Distribution Requirement

All linguistics courses count toward the general distribution requirement in social science except for 62 and 64, which count toward humanities.

Diversity Requirement

The courses in linguistics which satisfy the international diversity requirement are 62 and 87. The course in linguistics which satisfies the domestic diversity requirement is 36.

Major Concentration

1. Ten foundation courses in linguistics, one of which must be Linguistics 87, Field Methods in Linguistics.

2. Students are required to achieve proficiency in a second language, where "proficiency" and "language" are defined as a) native fluency in a natural language other than English; or b) completion of six semesters of a language offered at Macalester; or c) equivalent competence in any natural language, as assessed by a set of written tests involving translation into and out of the target language, and composition in the language; or d) completion of a full sequence of courses in a computer programming language.

The senior capstone requirement in linguistics may be satisfied by taking Linguistics 87, Field Methods in Linguistics.

Core Concentration

1. Six foundation courses in linguistics, one of which must be Linguistics 28, Linguistic Analysis.

2. Six supporting courses from other departments.

Minor Concentration

1. Six foundation courses in linguistics.

Honors Program

The Linguistics department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Linguistics department are available from either the department office or the Dean of Academic Programs.

COURSES

21 LANGUAGE AND GENDER

As social beings, we humans order our existence along the many dimensions which link us together and distinguish us from each other. One of the most salient of these is gender, whose roots lie in biological sex distinctions. Since language is the primary symbolic system by which we express our experiences, it is no surprise that language and gender interact in intricate ways in the social life of human beings.

This course explores the relationship between language, gender, and society. Do men and women use language differently? How do these differences vary across cultures? In what ways do they reflect and/or maintain gender roles in society? In examining these questions, we will concentrate on linguistic approaches developed to deal with these issues, while at the same time drawing on insights from anthropology, sociology, psychology, and women's studies. No prerequisites. Usually offered fall semester. (4 credits)

23 ADVERTISING AND PROPAGANDA

One of the functions of language is to persuade: in advertising, this function is of course overt. North Americans on the whole are far more exposed to commercial advertising, arguably the most sophisticated propaganda in human history, than to the cruder versions we imbibe in church and school, or associate with Nazi Germany or Orwell's *1984*. On this subject, we are experts: hip to the "white noise" on TV, on packages, and in glossy magazines. Yet surprisingly, we are unable to tune it out completely.

The main purpose of this course is to apply the concepts and techniques of linguistic semantics to the analysis of advertising and the ideology which it both nurtures and reflects. What is the semeiotic function of Ronald MacDonald and The Great Root Bear? Why did so many otherwise rational Americans believe that the person most likely to blow up the world was Muammar (Who?) Khaddafy? What are the propaganda consequences of the collapse of the Evil Empire? Why are we fascinated by Madonna and bored by Cesar (Who?) Chavez? Why do women buy beauty products endorsed by models who look like toothpicks? Why are advertisements which make fun of themselves so relatively recent, and why are they so effective?

Having learned to analyze successful propaganda in a variety of media, students are expected to produce a TV commercial in favor of some hard to-sell (typically, "virtuous") policy or product. There are no prerequisites. Not offered 2002-2003. (4 credits).

24 INTRODUCTION TO LINGUISTICS

The aim of this course is to make you aware of the complex organization and systematic nature of language, the primary means of human communication. In a sense, you will be studying yourself, since you are a prime example of a language user. Most of your knowledge of language, however, is unconscious, and the part of language that you can describe is largely the result of your earlier education, which may have given you confused, confusing, or misleading notions about language. This course is intended to clarify your ideas about language and bring you to a better understanding of its nature. By the end of the course you should be familiar with some of the terminology and techniques of linguistic analysis and be able to apply this knowledge to the description of different languages.

There are no prerequisites: but this course is the prerequisite for almost every higher level course within the Linguistics major. Fall and spring semesters. (4 credits)

25 THE SOUNDS OF LANGUAGE

Nearly all natural languages are spoken. Biological properties of the human ear, pharynx, larynx, tongue, and lung impose limits on the sounds of human languages, which can be studied from both a biological and an acoustic point of view. In this course you will be trained to produce and recognize (almost) all the sounds which human languages make use of, and to develop a systematic way of analyzing and recording them. Since sounds are perceived as well as produced, you will also be introduced to the acoustic analysis of speech, learning how acoustic signals of frequency, amplitude, and duration are translated into visible, quantifiable images. You will learn the art of decoding these spectrograms into sounds and words and sentences. The linguistics laboratory contains several different programs for practicing and listening to sounds from many of the world's languages. This course is recommended for students of foreign languages, drama, music and anyone who wants to

become more aware of their (and other people's) pronunciation. No prerequisites. Fall semester. (4 credits)

26 ENGLISH SYNTAX

This course deals with the formal properties of discourse organization above the word level. Using local English as our test case, we introduce and refine the conceptual apparatus of theoretical syntax: syntactic, semantic, and pragmatic categories, the ways they are coded in English, phrase structure rules and recursion, semantic and pragmatic motivations for formal structures, movement rules, anaphora, and dependence relations. Some properties of English are (probable) language universals. Prerequisite, Linguistics 24, *Introduction to Linguistics*. Two years in every three; next offered spring 2003. (4 credits)

27 PHONOLOGY

Although all humans are born with the capacity to learn the sounds of any language, part of learning our native language is learning to categorize sounds into groups specific to that language, thereby filtering out many of the actual phonetic distinctions and concentrating only on those that are important. Just as we, as English speakers, may have trouble hearing the difference between the voiced and voiceless click consonants in Zulu, so speakers of other languages may not hear the difference between the vowels in "beat" and "bit," because this small distinction isn't important in their language. Phonology is the study of how different languages organize sounds into perceptual categories. In this class we will look at data from a wide variety of different languages, as well as from several dialects of English, including children's acquisition of a phonological system. Emphasis will be on practical skills in solving problem sets. Prerequisite, Linguistics 25, *Sounds of Language*. Two years in every three; next offered spring 2004. (4 credits)

28 LINGUISTIC ANALYSIS

The first prerequisite to understanding a linguistic message is the ability to decipher its code. This course is training in the decoding of grammar. Through practice in problem-solving, you will develop expertise in the grammatical systems of a wide sample of the world's language types. Prerequisites, Linguistics 24, *Introduction to Linguistics*, plus one of Linguistics 26 *Syntax* or Linguistics 27 *Phonology*. Two years in every three; next offered fall 2003. (4 credits)

29 LANGUAGE AND ALIENATION

We are living in the midst of an "irony epidemic," where two of the most frequently used expressions in current American English are "like" (as in "Do you, like, wanna leave?") and "whatever" (as in "And I'm like, whatever"). Both of these are literally advertisements that words are not the real thing (at best, they are "like" it), and that they don't matter (since "whatever" you say is equally a matter of indifference).

This course takes as its point of departure the description of sarcasm and irony in spoken American English, and proceeds to an investigation of how the peculiar message of sarcasm ("I don't mean this") is conveyed in other languages, and in the media. Sarcasm is only one linguistic expression—possibly the very simplest—of what is known as "the divided or performing self": others include affectation, the prevalent banter known as "just kidding," gobbledygook, posturing or grandstanding, euphemism, doublespeak, simple politeness, and ritual language, some of which have been extensively described in one or more languages, some of which are scientifically unstudied. (Banter, for example is particularly widespread among academics, both students and teachers, and nothing whatsoever has been written about how it works, and why it is so common.) In fact, it is more than likely that some "divided self" discourse genres have not even been named, although they are thoroughly familiar.

Not surprisingly, the study of cheap talk connects intimately with aspects of pop culture. More surprising, however, is the idea that the cheapness of talk is not only a currently recognized property of our language, but that it might serve to define the very essence of human language in general and offer insights into the origins and nature of our ability to speak at all.

Although the course will reach a high level of abstraction, where design features of language such as displacement and grammaticalization are discussed, there are no prerequisites. Two years in every three; next offered fall 2002 as a first year seminar. (4 credits)

31 BILINGUALISM

Bilingualism is not a field in itself, but a social phenomenon that can be examined from the points of view of different disciplines. Topics covered will include (but not be limited to) the sociological aspects of diglossia and biculturalism and their political consequences, the effects of bilingualism on language structure (linguistics), and cognitive function (psychology), the acquisition (and loss) of two or more languages by children and adults, bilingual education programs, and the sociolinguistic phenomenon of code switching in discourse. No prerequisites. Two years in every three; next offered fall 2003. (4 credits)

36 SOCIOLINGUISTICS

Sociolinguistics is the study of the social language variation inevitable in all societies, be they closed and uniform or diverse and multicultural. Language and culture are so closely tied that it is nearly impossible to discuss language variation without also understanding its relation to culture. As humans, we judge each other constantly on the basis of the way we talk, we make sweeping generalizations about people's values and moral worth solely on the basis of the language they speak. Diversity in language often stands as a symbol of ethnic and social diversity. If someone criticizes our language we feel they are criticizing our inmost self. This course introduces students to the overwhelming amount of linguistic diversity in the United States and elsewhere, while at the same time making them aware of the cultural prejudices inherent in our attitude towards people who speak differently from us. The class involves analysis and discussion of the readings, setting the stage for exploration assignments, allowing students to do their own research on linguistic diversity. No prerequisites. Two years in every three; next offered fall 2002. (4 credits.)

45 ORIGINS AND EVOLUTION OF LANGUAGE

In 1870, the Linguistic Society of Paris decreed that all papers on the topic of the origin of speech were inadmissible. In recent years, speculations about the evolutions of language have become respectable once again, as attested by the number of international conferences on the topic, and journals devoted to it. Although we are only a little closer to a description of "proto-human" than we were back in 1870, it is now universally recognized that there are no primitive languages, and that neither the comparative method of historical linguistics nor internal reconstruction can allow us to reconstruct the earliest human languages (although they still allow us to make inferences about Proto-Indo-European and other ancient extinct languages). But there have been advances in our understanding of communication in other species, and in the application of the uniformitarian hypothesis: the processes we now observe in different kinds of language change are themselves capable of producing all the recognized "design features" of human language out of earlier structures in which these features are lacking. Prerequisite: Linguistics 24 or 29. Spring 2003. (4 credits)

50 TOPICS

Past offerings include: Spoken and Written Language; Metaphor; Freedom, Speech and Action, Languages and People of the Middle East. Planned for spring 2003: Comparative and Historical Linguistics. (4 credits)

56 EXPERIMENTAL PHONETICS

In this course, which is the natural extension of the Sounds of Language course, students learn how to utilize all the equipment in the Linguistics Laboratory to gather and analyze acoustic, aerodynamic and articulatory speech data. In the second half of the semester, students will conduct a phonetic research project of their own choosing, following the experimental method from forming a hypothesis to constructing a word-list, recording speakers, analyzing the data obtained and writing up the final research paper. Prerequisite, Linguistics 25, *Sounds of Language*. Next offered spring 2003. (4 credits)

62 ANALYZING JAPANESE LANGUAGE (Same as Japanese 62)

Our perception is greatly influenced by the language we use. Without knowing, we limit ourselves to thinking that our current perspective is the only way by which to view ourselves and the world. By analyzing Japanese, students can experience perceptual and cultural systems that are different from their own. At the same time, students may also discover that there are certain qualities that are common even in "exotic" languages such as Japanese.

What is the difference between subject and topic (Topic marker, which is not used in English, is prominent in Japanese)? Why can't you translate into Japanese "he is cold" word for word? How do women talk differently from men? In what kind of occasion should we use honorific expressions?

What is "in-group" as opposed to "out-group" and how is that societal distinction reflected in language? This course offers answers for these questions that students of Japanese commonly have. Prerequisite, Japanese 32, Japanese 35, or permission of instructor. Generally offered spring semester. (4 credits)

64 PHILOSOPHY OF LANGUAGE (Same as Philosophy 64)

A study of a broad range of topics in order to understand why the study of language has mattered so much to twentieth century philosophy. Topics will range from more technical problems (theories of meaning and reference; proper names, definite descriptions, and empty reference terms; synonymy and analyticity; universals and natural kinds) to broader questions including both the variety of human discourse and the relationship between language, thought, and reality (language games; speech acts; private languages; poetic and metaphorical uses of language; language and social change; non-Western theories of meaning). Readings typically include writings by Russell, Wittgenstein, Austin, Quine, Searle, Kripke, Davidson, and Rorty. Prerequisites, Philosophy 20 and 31 or permission of the instructor. Alternate years; next offered spring 2004. (4 credits)

72 PSYCHOLOGY OF LANGUAGE (Same as Psychology 72)

An examination of psychological factors that affect the comprehension of oral and written language. Topics include the origin of language, how language can control thought, the role of mutual knowledge in comprehension, and principles that underlie coherence in discourse. Includes readings from psycholinguistics, philosophy, sociolinguistics, gender studies, social psychology, and especially from cognitive psychology. Emphasis is placed on current research methods so that students can design an original study. Prerequisites: Psychology 37, or two Linguistics classes, or permission of the instructor. Generally offered spring semester. (4 credits)

87 FIELD METHODS IN LINGUISTICS

The vast majority of the world's languages cannot be learned from textbooks or programmed tapes. They have never even been recorded. In this course, which is required for all linguistics majors, students meet with one or more bilingual speakers of a language unknown to them, and attempt by means of elicitation and analysis of texts to understand its structure. Prerequisites, Linguistics 25 *Sounds of Language*, Linguistics 28, *Linguistic Analysis*. Spring semester. (6 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Limit of one may be applied toward the major unless the student is carrying out an honors project. Every semester. (4 credits)

97 INTERNSHIP

Prerequisite, permission of the instructor. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. Every semester. (4 credits)

Mathematics and Computer Science

Full Time Faculty: Stephen Ahearn, David Bressoud, Daniel Flath, Susan Fox, Thomas Halverson, Joan Hutchinson, Daniel Kaplan, Weiwen Miao, Richard Molnar, Karen Saxe, G. Michael Schneider (Chair), Elizabeth Shoop, Stan Wagon

Part Time Faculty: David Ehren, Paul Froeschl, Joe May, A. Wayne Roberts, Kay Shager

Laboratory Supervisor: Steven Panizza

Separate brochures, one for Mathematics and one for Computer Science, are available from the Department or our Web site. The brochures describe the full range of activities in the department, the sequencing of courses for the next few years, special faculty interests, and the activities of recent graduates.

Students and faculty in the department cooperate in sponsoring guest speakers, films, student presentations, and social and recreational events. Macalester has an established student chapter of the Association for Computing Machinery and active chapters of Pi Mu Epsilon, the national honor society for mathematics students, and Upsilon Pi Epsilon, the national honor society for computer science students.

Mathematics

Program Coordinator: Karen Saxe

The mathematics department offers courses in pure and applied mathematics to meet the needs of students in a wide range of areas of interest such as:

—careers involving applied mathematics, computational science or statistics in business or industry

—secondary school teaching

—graduate work in mathematics, operations research, statistics, or computational science

Placement

Entering students who have studied calculus in high school and who wish to enroll in a course more advanced than Calculus I should consult the department of mathematics about choices among Mathematics 22, 26, 27, 36, 37. Students with weak high school preparation in mathematics are encouraged to consult with the Math Counselor in the MAX Center.

Statistics and Computational Science

Students interested in statistics who wish to pursue careers in the natural sciences, social sciences, or business and industry, and those who wish to pursue graduate work in operations research, statistics, or in an area of another discipline which makes heavy use of statistics (such as biostatistics, econometrics, etc.) should consider the option of a mathematics major or a statistics minor.

The department also offers a major in mathematics with a computational science emphasis. This combines mathematical analysis with a foundation in computer science to prepare students for careers in which they will need sophisticated knowledge of effective use of computers to solve problems.

General Distribution Requirement

All courses in the mathematics department count toward the general distribution requirement in mathematics and natural science except those numbered 10, 19, 96, and 97. Mathematics 16 is especially appropriate for those students not needing specialized skills or training in mathematics.

Major Concentration

Students considering a major in the department are required to complete a planning form available from the department secretary.

Requirements for a major in mathematics are:

1. Mathematics 26, 36, 37, and at least 20 semester credits from courses numbered 40–96 except 50. Math 50 may be used toward these 20 credits if departmental approval has been given. Majors are strongly encouraged to take Mathematics 26 before taking a course at the 40-level. At least one 4-credit course must be numbered 51–59 and at least one numbered 60–79. The 60- or 70-level course must be taken at Macalester.

2. Computer Science 20 or 23 or an equivalent course.

3. All students majoring in mathematics must take and complete the 1-credit class Mathematics 89, Senior Capstone Seminar, in the spring semester of their senior year. (Note: Double majors in mathematics and computer science only need to take one capstone seminar—either Mathematics 89 or Computer Science 89.) In addition, as part of the capstone experience students will write a senior paper and present the results at a departmental conference. This paper will commonly be an extension of a project report or paper previously written for a mathematics course. It may, however, take the form of an honors paper or other independent work that has prior departmental approval. Students majoring in both mathematics and computer science may write a single capstone paper, but it must be acceptable both as a mathematics capstone paper and as a computer science capstone paper, and two separate presentations must be given.

Students preparing for graduate work in mathematics should include courses 56, 57, and some of 71, 73, 76, 77 in their program and obtain a reading knowledge of French, German, or Russian.

Students preparing to work in an area of applied mathematics should take at least one, and preferably both, of the courses 44, 51, and at least one of 68, 75, 78.

Students wishing to be licensed for secondary education in Minnesota should consult with David Bressoud and with Ruthanne Kurth-Schai in the Education Department.

Additional requirements for a major with a computational science emphasis are Computer Science 24, 40, and an additional computer science course numbered 50 or higher, preferably Computer Science 58 or 70. Mathematics 48 and either Mathematics 41 or 43 must be taken as two of the courses numbered 40–96. The course numbered 60–79 must be chosen from Mathematics 68, 75, or 78. The senior capstone must be on a computationally related subject.

Core Concentration

Requirements for a core in mathematics are:

1. Mathematics 26, 36, 37 and at least 8 semester credits from courses numbered 41–78 or 96, except Math 50 unless departmental approval has been given.

2. Computer Science 20 or 23 or an equivalent course.

3. Six relevant courses in a related field or fields.

Minor Requirements

Requirements for a minor in mathematics are:

1. Mathematics 26, 36, 37 and at least 8 semester credits from courses numbered 41–78 or 96, except Math 50 unless departmental approval has been given.

2. Computer Science 20 or 23 or an equivalent course.

Requirements for a minor in statistics are:

1. Computer Science 20 or 23 or equivalent; Mathematics 27, 34, 44, and 51.

Students preparing for graduate work in statistics are also encouraged to take Mathematics 36.

Honors Program

The Mathematics and Computer Science Department participates in the Honors Program. Eligibility requirements, application procedures, and specific project expectations are available either from the department office or the Dean of Academic Programs.

COURSES

In addition to the regular courses listed below, the faculty supports a wide range of individualized topics offered as either Topics courses or Independent Reading courses. In recent years these have included: Parallel Algorithms, Natural Language Processing, LISP, Knot Theory, Decision Analysis, and Newton's *Principia* and the Scientific Revolution.

10 QUANTITATIVE REASONING SUPPLEMENT

Fundamentals of quantitative literacy including cost/benefit analysis, average versus marginal rates, estimation and sense of scale, use of databases and spreadsheets. Must be taken concurrently with a course that has a quantitative reasoning component. For 2002-03, this will include some - but not all - sections of Math 27, Political Science 30, and Economics 19. Specific courses will be posted at the time of registration. Graded S/D/NC only. Every semester. (1 credit).

14 DATA ANALYSIS AND STATISTICS

An introduction to basic concepts of data analysis and statistics in the spirit of liberal arts. Emphasis on data analysis, model assumptions, and interpreting results. Examples and techniques drawn primarily from the social sciences. Major topics: uncertainty/variation, data acquisition, graphical techniques, descriptive statistics, exploratory versus confirmatory analysis, statistical inference. Recommended for students in humanities/fine arts/social sciences and/or those not planning to pursue careers in quantitative analysis; prospective economics majors are encouraged to take Mathematics 27. Students who successfully complete this course can not receive credit for Mathematics 27. Prerequisite: High school algebra. Every semester. (4 credits)

16 MATHEMATICS—ITS CONTENT AND SPIRIT

An introduction to heuristics of problem solving, predicated on the idea that the same approaches are applicable whenever we are confronted with a problem. Familiar number systems are examined from a more mature vantage point that points out similarities and differences with other systems: modular arithmetic, 2 x 2 matrices, and axiomatic systems in algebra. Readings may also cover the relationship of mathematics to science, certain aspects of the history of mathematics and reasons for teaching (or studying) mathematics. Designed for non-science students seeking to broaden their general education. Not intended to prepare students for further courses in mathematics. Prerequisite, proficiency in elementary algebraic operations. Spring 2004. (4 credits)

19 CALCULUS SUPPLEMENT

This course can only be taken while a student is enrolled in Mathematics 21. It provides supplemental instruction in algebra and trigonometry, including polynomials and rational functions, equations and inequalities, systems of linear equations, trigonometric functions and identities, and inverse functions; Mathematics 19 does not fulfill the general distribution requirement in natural science and mathematics. Graded S/D/NC. Permission of instructor required. Every semester. (2 credits)

21 CALCULUS I

An intuitive treatment of the differential and integral calculus of one variable. Applications in the social, behavioral and physical sciences. A placement exam is given in the first week of class to determine if a student should also enroll for Mathematics 19. Credit may not be earned in Mathematics 21 if credit for Mathematics 22 or Mathematics 37 has previously been successfully earned. Every semester. (4 credits)

22 CALCULUS II

Further study of the differentiation and the integration of functions of a real variable. Infinite series. Applications in geometry and the sciences. Credit may not be earned in Mathematics 22 if credit for Mathematics 37 has previously been successfully earned. Prerequisite, Mathematics 21. Every semester. (4 credits)

26 DISCRETE MATHEMATICS

An introduction to the basic techniques and methods used in combinatorial problem-solving. Includes basic counting principles, induction, logic, recurrence relations, and graph theory. Every semester. (4 credits)

27 ELEMENTARY STATISTICS

An introduction to concepts in statistics at a deeper quantitative level than Mathematics 14. Focus on applications drawn primarily from economics, biological sciences, and physical sciences using advanced statistical software. Major topics: basic probability, data acquisition, graphical exploration and presentation, data transformations, simulations, one- and two-variable inferential techniques. Recommended for students pursuing quantitatively-based careers. Students who have successfully completed Mathematics 14 cannot receive credit for Mathematics 27. Prerequisites: Mathematics 21 or Mathematics 26 or permission of instructor. Every semester (4 credits)

34 APPLIED MULTIVARIATE STATISTICS

An introduction to multivariate statistical analysis. Emphasizes rationales, applications, and interpretations using advanced statistical software. Examples primarily from economics, education, psychology, sociology, political science, biology and medicine. Topics may include: simple multiple regression, one-way/two-way ANOVA, logistic regression, discriminant analysis, multivariable correlation. Additional topics may include analysis of covariance, factor analysis, cluster analysis. Prerequisite: Mathematics 27 or permission of instructor. Alternate spring semesters; next offered spring 2004. (4 credits)

36 LINEAR ALGEBRA

A basic course in linear techniques including systems of equations, linear independence, determinants, linear transformations, and matrices. Some time spent on numerical methods and applications such as linear programming. Prerequisite, Mathematics 22 or Mathematics 26. Every semester. (4 credits)

37 MULTIVARIABLE CALCULUS

Differentiation and integration of functions of two and three variables. Applications of these, including optimization techniques. Also includes introduction to vector calculus, with treatment of vector fields, line and surface integrals, and Green's Theorem. Prerequisite, Mathematics 22. Every semester. (4 credits)

41 DIFFERENTIAL EQUATIONS

After some initial work on first-order equations, much of the course will deal with linear equations and systems using both linear algebra and power series. Applications, some numerical work, and nonlinear techniques. Prerequisite, Mathematics 37. Students who successfully complete this course cannot receive credit for Math 43. Spring semester. (4 credits)

43 DYNAMICAL SYSTEMS

Discrete- and continuous-time dynamics, emphasizing a geometrical approach. Linear and nonlinear dynamics, stability, bifurcation analysis, chaos, attractors, fractals. Applications and examples will be drawn from fields where nonlinearity and qualitative solutions are important, such as biology and physics. Prerequisites, Mathematics 22 and 36. Students who successfully complete this course cannot receive credit for Math 41. Alternate fall semesters; next offered fall 2002. (4 credits)

44 APPLIED PROBABILITY

An introduction to basic probability concepts: sample spaces, probability assignments, combinatorics, conditional probability, independence, random variables, discrete and continuous distributions, functions of random variables, expectation, variance, moment-generating functions, some basic probability processes, and some fundamental limit theorems. Prerequisite, Mathematics 22 (recommended but not required: Mathematics 37). Alternate fall semesters; next offered fall 2002. (4 credits)

46 NUMBER THEORY

An introduction to the properties of and unsolved problems about the integers (whole numbers). This course is built around the problem of proving that a large integer is prime or finding its factorization into primes. Topics include: divisibility and prime numbers, the Euclidean algorithm, modular arithmetic, quadratic residues, continued fractions, and public-key cryptosystems. Prerequisite, Mathematics 26. Alternate fall semesters; next offered fall 2002. (4 credits)

47 THEORY OF COMPUTATION (Same as Computer Science 47)

A discussion of the basic theoretical foundations of computer science as embodied in formal models and descriptions. The course will cover finite state automata, regular expressions, formal languages, Turing machines, computability and unsolvability, and the theory of computational complexity. Introduction to alternate models of computation and recursive function theory. Prerequisite, Computer Science 24, Mathematics 26. Spring semester. (4 credits)

48 SCIENTIFIC COMPUTATION (Same as Computer Science 48)

Techniques and algorithms for computational solutions to scientific problems with applications to diverse disciplines. Topics include: numerical integration; root finding; interpolation, splines, and Bezier curves; statistical function estimation; modeling via simulation and Monte Carlo techniques; optimization; transforms; symbolic computing; controlling numerical error. Prerequisites: Computer Science 20 or 23, Math 22. Linear Algebra (Math 36) strongly recommended. Spring semester. (4 credits)

49 ADVANCED SYMBOLIC LOGIC (Same as Philosophy 49)

A second course in symbolic logic designed to extend methods and pick up on issues coming out of Introduction to Symbolic Logic (Philosophy 20). Topics include second order logic, basic set theory, metatheoretic results (soundness, consistency, completeness of first order logic), incompleteness of arithmetic, model logic, and intuitionistic logic. Prerequisite: Mathematics 26. Alternate years; next offered spring 2003. (4 credits)

50 TOPICS IN MATHEMATICS

Topics of interest to faculty and students such as history or philosophy of Mathematics, optimization techniques and applications, linear programming, number theory, convexity in geometry, point set topology, modern applied algebra. (4 credits)

51 MATHEMATICAL STATISTICS

An introduction to the mathematical theory of statistics: sampling distributions, estimation, hypothesis testing, regression. Additional topics may include: analysis of variance and goodness of fit. Emphasis on the theory underlying statistics, not on applications. Prerequisites: Mathematics 27, Mathematics 44. Alternate spring semesters; next offered spring 2003. (4 credits)

53 MODERN GEOMETRY

Topics in modern elementary geometry include geometric transformations, Euclidean and non-Euclidean geometry, Hilbert's axioms, the parallel postulate and its history, and hyperbolic geometry. Possible additional topics are dissection problems and areas of computational geometry, such as art gallery theorems. Prerequisite, Mathematics 36. Alternate spring semesters; next offered spring 2004. (4 credits)

56 ALGEBRAIC STRUCTURES

Introduction to abstract algebraic theory with emphasis on finite groups, rings, fields, constructibility, introduction to Galois theory. Prerequisite, Mathematics 22 and 36. Spring semester. (4 credits)

57 REAL ANALYSIS I

Basic theory for the real numbers and the notions of limit, continuity, differentiation, integration, convergence, uniform convergence, and infinite series. Prerequisite, Mathematics 37. Fall semester. (4 credits)

59 COMBINATORICS

Advanced counting techniques. Topics in graph theory, combinatorics, graph theory algorithms, and generating functions. Applications to other areas of mathematics as well as modeling, operations research, computer science and the social sciences. Prerequisites, Mathematics 26, Computer Science 20 or 23 or the equivalent. Alternate spring semesters; next offered spring 2004. (4 credits)

All 60- and 70-level courses will involve some independent student work such as oral presentations, papers, or computer projects.

68 CONTINUOUS APPLIED MATHEMATICS

Transforms and their applications. Topics selected from among: the Fourier transform and applications in partial differential equations and signal and image processing; the Laplace transform in control theory; wavelet analysis. Prerequisites, Mathematics 36 and either 41 or 43. Alternate spring semesters; next offered spring 2003. (4 credits)

71 THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

Algebra of complex numbers, analytic functions, the Cauchy-Riemann equations, Cauchy's theorem, the Cauchy integral formula, Taylor and Laurent series, the residue theorem, and conformal mapping. Prerequisite, Mathematics 57 or 68. Alternate spring semesters; next offered spring 2004. (4 credits)

73 TOPICS IN TOPOLOGY/GEOMETRY

An introduction to the topology of Euclidean, metric, and abstract spaces, with emphasis on continuous mappings, separable spaces, separation axioms, and metrizable spaces. Additional topics may include homotopy theory, homology theory, and approximation theory. Prerequisite, Mathematics 57. Alternate fall semesters; next offered fall 2002. (4 credits)

75 DISCRETE APPLIED MATHEMATICS (Same as Computer Science 75)

Topics in applied mathematics chosen from: cryptography; complexity theory and algorithms; integer programming; combinatorial optimization; computational number theory; applications of geometry to tilings, packings, and crystallography; applied algebra. Prerequisites, Mathematics 36 and 59 and Computer Science 20 or 23. Alternate fall semesters; next offered fall 2002. (4 credits)

76 TOPICS IN MODERN ALGEBRA

Topics in algebra to be chosen from: group representations; algebraic coding theory and finite fields; Galois theory; algebraic and transcendental numbers; ring theory; applied algebra. Prerequisite, Mathematics 56. Alternate fall semesters; next offered fall 2003. (4 credits)

77 REAL ANALYSIS II

A continuation of Real Analysis I including discussion of basic concepts of analysis with particular attention to the development of the Riemann and Lebesgue integrals. Introduction to metric spaces, Fourier analysis. Prerequisite, Mathematics 57. Alternate spring semesters; next offered spring 2003. (4 credits)

78 MATHEMATICAL MODELING

Draws on the student's general background in mathematics to construct models for problems arising from such diverse areas as the physical sciences, life sciences, political science, economics, and computing. Emphasis will be on the design, analysis, accuracy, and appropriateness of a model for a given problem. Case studies will be used extensively. Specific mathematical techniques will vary with the instructor and student interest. Prerequisites, Mathematics 41, 43 or 48, and Computer Science 20 or 23. Alternate fall semesters; next offered fall 2003. (4 credits)

89 SENIOR CAPSTONE SEMINAR

Working with their capstone supervisor, seminar coordinators, and other faculty, students will discuss their capstone project, make presentations of their progress, critique the work of other students, and participate in the activities of the seminar. These activities will include instruction and discussion of strategies for research, writing, and presentation. The scheduled times will include both group meetings with other seminar participants as well as individually arranged meetings with the student's capstone supervisor. S/D/NC only. Spring semester. (1 credit)

95 TUTORIAL

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of mathematics not available through the regular offerings. Every semester. (1–4 credits)

96 INDEPENDENT PROJECT

Individual project including library research, conferences with instructor, oral and written reports on independent work in mathematics. Subject matter may complement but not duplicate material covered in regular courses. Arrangements must be made with a department member prior to registration. Prerequisite, departmental approval. Every semester. (1–4 credits)

97 INTERNSHIP

Mathematics credit is available to junior and senior students with declared cores or majors in mathematics. Special arrangements must be made well in advance of the regular registration period. Departmental approval and supervision are required. Internships are offered only as pass/fail (S, D, NC Option). Every semester. (4 credits)

98 PRECEPTORSHIP

Every semester. (4 credits)

Computer Science

Two basic principles underlie the teaching of computer science at Macalester. The first is that the program stresses the fundamental principles of computer science—theory of computation, algorithms, data structures, language design, and computer organization—rather than programming or the applications of computer technology. A computer science graduate from Macalester will be well prepared for either advanced study or research and development work in industry. Second, the program is firmly committed to the principles and ideals of a liberal arts education. A computer science concentration includes both technical requirements as well as extensive course work in the humanities, social sciences, and fine arts. An important goal of the program is to produce graduates who are self-educators and life-long learners, characteristics that are so important in a rapidly changing discipline.

Students wishing to take a computer science course have a number of options. For those who do not plan to major, core, or minor in computer science there are two service courses available which do not assume any prior background. Computer Science 15, Introduction to Computing and Its Applications, is an introductory survey course. It provides a broad overview of the discipline, including the historical development of information technology, hardware and software issues, artificial intelligence, databases, networking, and social and ethical issues of computing and technology. This course would be appropriate for students in all fields, especially those in the humanities and social sciences. The second service course is Computer Science 20, Introduction to Scientific Programming. This course teaches students how to program in a scientifically-

oriented language, such as Matlab. Students then use this language to solve a range of interesting numerical and scientific problems. This course would be appropriate for students in any of the physical sciences, natural sciences, or certain quantitative fields within the social sciences, such as economics, mathematics education, and geography. Finally, students planning to major, core, or minor in computer science, or planning to take additional courses, should begin their studies with Computer Science 23, Computer Science I. This is an introductory class that assumes no prior experience in computer science.

General Distribution Requirement

All courses in the computer science program numbered 54 and below count toward the general distribution requirement in mathematics and natural science.

Major Concentration

Requirements for a major in computer science are:

1. The two introductory computer science courses 23 and 24. (Students who have completed an Advanced Placement computer science course in high school and have successfully passed the AP examination may be considered for departmental credit in computer science. Consult the department chair for additional information.)

2. The four intermediate computer science courses 30, 40, 42 and 47

3. A minimum of three advanced elective courses selected from the following list, at least one of which must be computer science 60, 62, 65, 70, 72, or 88:

Computer Science
48 Scientific Computation
50 Topics in Computer Science
54 Digital Electronics
55 Operating Systems and Computer Architecture
58 Computer Graphics
60 Design of Computer Networks
62 Principles of Compiler Design
65 Introduction to Artificial Intelligence
70 Parallel Processing
72 Functional Programming and Formal Semantics
75 Discrete Applied Mathematics
88 Senior Seminar in Computer Science
96 Independent Project (Only one independent project may be applied toward a computer science major.)

With permission of the computer science faculty, other courses may be used to satisfy the advanced elective course requirement. Furthermore, courses taken at one of the other ACTC colleges may, with advance approval of the department, be used to satisfy computer science program requirements, except for the senior level course numbered 60–88 which must be completed at Macalester.

4. All students majoring in computer science must take and complete the 1 credit class Computer Science 89, Senior Capstone Seminar, in the spring

semester of their senior year. (Note: Double majors in mathematics and computer science only need to take one capstone seminar—either Mathematics 89 or Computer Science 89.) In addition, as part of the capstone experience students will write a senior paper and present the results at a departmental conference. This paper will commonly be an extension of a project report or paper previously written for a computer science course. It may, however, take the form of an honors paper or other independent work that has prior departmental approval.

5. Mathematics 21, 26 and a third mathematics course chosen from the following list: Mathematics 22, 27, 36, or 49

In addition to the three required mathematics courses, students are strongly encouraged to include some of the following courses as part of their elective program: Mathematics 27 (Elementary Statistics), Mathematics 36 (Linear Algebra), Mathematics 44 (Applied Probability), Mathematics 49 (Advanced Symbolic Logic), Mathematics 51 (Mathematical Statistics), and Mathematics 78 (Mathematical Modeling). Students who plan to attend graduate school in computer science are also encouraged to take more than the minimum number of computer science electives as well as additional supporting work in related disciplines.

In order to ensure orderly progress through the curriculum, introductory courses (Computer Science 23, 24) and intermediate courses (Computer Science 30, 40, 42, 47) should be completed before a student enrolls in advanced electives or begins an independent project. Departmental approval in advance is required to apply an independent project toward a computer science concentration.

For the typical computer science major, the first two years of study in the department will generally look something like this:

Year 1: Computer Science 23, 24, Mathematics 26, a calculus course, electives

Year 2: Computer Science 30, 40, 42, 47, a calculus course or another mathematics course, electives

However, there is a good deal of flexibility in the computer science program, and a student's exact schedule will be determined only after consultation with his or her major advisor.

The following courses are not required of computer science students. They are listed here because their subject matter relates to computer science, and they may be of interest to computer science majors, cores, and minors when selecting courses to satisfy distribution requirements or when coordinating work in computer science with study in related disciplines.

Communication Studies
51 Computer Mediated Communication

Education
58 Science and Culture

Geography
25 Introduction to Geographic Information Systems

Music
53 Electronic Music

Philosophy
20 Introduction to Symbolic Logic
60 Philosophy of Science
61 Philosophy of Mathematics

Physics
42 Analog Electronics

Political Science
49 Science, Technology, and Politics

Sociology
30 Science and Social Inquiry

Core Concentration

Requirements for a core concentration in computer science are:

1. Computer Science 23, 24, 30, 40

2. Two courses chosen from either Computer Science 42, 47 or those listed as options for the computer science major

3. Six relevant courses in a related field or fields that are approved by your computer science core advisor

Minor Concentration

Requirements for a minor concentration in computer science are:

1. Computer Science 23, 24, 30, 40

2. Two courses chosen from either Computer Science 42, 47 or those listed as options for the computer science major

Honors Program

The Mathematics and Computer Science Department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations are available either from the department office or the Dean of Academic Programs.

COURSES

15 INTRODUCTION TO COMPUTING AND ITS APPLICATIONS

This is an introductory survey course for students who are not planning further study in computer science. It assumes no prior experience in the field, and it is designed to provide students with a broad overview of the discipline of computer science. It addresses the historical development of information technology; applications of computers in areas such as modeling, databases, telecommunications, and graphics; software design and development, computer organization, artificial intelligence, and the social and ethical implications of computers and technology. No prerequisites. Offered once each year. (4 credits)

20 INTRODUCTION TO SCIENTIFIC PROGRAMMING

This course is intended to give students from diverse areas of science—e.g., economics, biology, physics, chemistry, geology, geography, geology, mathematics, engineering, statistics, etc.—an effective ability to write software for solving problems in those disciplines and carrying out research. The course provides an introduction to programming and computation as well as to a number of important techniques and algorithms widely used throughout science: scientific graphics, equation

solving, function fitting and optimization, storing and searching data, and simulation. There is an emphasis on ways to represent and transform information generally on the computer: in addition to numbers and text, images, sounds, databases, and so on. Prerequisite: One term of calculus or Mathematics 26. Every semester. (4 credits)

23 COMPUTER SCIENCE I

This is the required introductory course for majors, cores, and minors, and assumes no prior coursework in computer science. The class will introduce students to fundamental issues in computer science in addition to programming. Topics will include: algorithms and algorithm design, designing data representations, procedural and data abstraction as problem solving tools, recursion, and the analysis of algorithms for efficiency and correctness. The course will focus on the evaluation model of computation using the functional programming language Scheme. Students will study examples of applications across the breadth of computer science. Students who have completed Computer Science 24 may not take this course for credit. No prerequisites. Every semester. (4 credits)

24 COMPUTER SCIENCE II

This course continues the presentation of the fundamental concepts of computer science begun in Computer Science 23. It introduces the procedural model of computation, formal problem specification, object-oriented design, and a deeper investigation of the analysis of algorithms for efficiency and correctness. The course also includes a study of advanced data types such as lists, trees, graphs, and sets. Students will study the advantages and disadvantages of different data structures, and will explore their applications across computer science. There is a one-hour laboratory section associated with the course. Prerequisite: Computer Science 23. Every semester. (4 credits)

30 COMPUTER SYSTEMS ORGANIZATION

This course familiarizes the student with the internal design and organization of computers. Topics include number systems, internal data representations, logic design, microprogramming, the functional units of a computer system, memory, processor, and input/output structures, instruction sets and assembly language, addressing techniques, system software, and non-traditional computer architectures. Prerequisite, Computer Science 23. Fall semester. (4 credits)

40 ALGORITHM DESIGN AND ANALYSIS

An introduction to the design and analysis of algorithms with an emphasis on non-numeric problems. Issues which will be discussed include iterative, recursive, and parallel algorithms, divide and conquer methods, dynamic programming, searching and sorting, graph algorithms and geometric algorithms. An introduction to the concept of NP-completeness. Prerequisites, Computer Science 24, Mathematics 26. Every semester. (4 credits)

42 PRINCIPLES OF PROGRAMMING LANGUAGES

A study of modern high-level programming languages, including formal representation of syntax and semantics, control structures, data and procedural abstraction, parallelism, exception handling, functional and object oriented programming, and non-procedural languages. It will also introduce some basic techniques in language translation including lexical analysis, parsing, and code generation. Concepts will be illustrated using a wide range of existing languages. Prerequisites, Computer Science 24, 30. Every semester. (4 credits)

47 THEORY OF COMPUTATION (Same as Mathematics 47)

A discussion of the theoretical foundations of computer science as embodied in formal models and descriptions. The course will cover finite state automata, regular expressions, formal languages, Turing machines, computability and unsolvability, and the theory of computational complexity; introduction to alternate models of computation and recursive function theory. Prerequisites, Computer Science 24, Mathematics 26. Spring semester. (4 credits)

48 SCIENTIFIC COMPUTATION (Same as Mathematics 48)

Techniques and algorithms for computational solutions to scientific problems with applications to diverse disciplines. Topics include: numerical integration; root finding; interpolation, splines, and Bezier curves; statistical function estimation; modeling via simulation and Monte Carlo techniques; optimization; transforms; symbolic computing; controlling numerical error. Prerequisites: Computer Science 20 or 23, Math 22. Linear Algebra (Math 36) strongly recommended. Spring semester. (4 credits)

50 TOPICS IN COMPUTER SCIENCE

Topics of interest to students in the field of computer science but which are not part of the regular curriculum. When the course is offered, the topic and prerequisites for that semester will be announced and posted prior to registration. (4 credits)

54 DIGITAL ELECTRONICS (Same as Physics and Astronomy 38)

This course is a survey of fundamental ideas and methods used in the design and construction of digital electronic circuits such as computers. Emphasis will be on applying the theoretical aspects of digital design to the actual construction of circuits in the laboratory. Topics to be covered include basic circuit theory, transistor physics, logic families (TTL, CMOS), Boolean logic principles, combinatorial design techniques, sequential logic techniques, memory circuits and timing, and applications to microprocessor and computer design. Prerequisite: Calculus II and permission of instructor. Three lectures and one three-hour laboratory per week. Alternate spring semesters; next offered spring 2003. (4 credits)

55 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE

The basic principles related to the design and architecture of operating systems. Concepts to be discussed include sequential and concurrent processes, synchronization and mutual exclusion, processor scheduling, time-sharing, multiprogramming, multitasking, and parallel processing. Memory management techniques. File system design. Security and protection systems. Performance evaluation. Prerequisite, Computer Science 30. Alternate spring semesters; next offered spring 2003. (4 credits)

58 COMPUTER GRAPHICS

Basic two- and three-dimensional graphics techniques. Topics include 2D and 3D modeling, clipping and windowing, polygon filling, text generation, 3D parallel and perspective projections, hidden surface/line removal, and curve interpolation. Class members develop device-independent 2D and 3D graphics packages consistent with current graphics standards. Several types of graphics devices and software packages will be discussed and used. Prerequisites: Computer Science 24 and either Mathematics 36, 37, or consent of instructor. Alternate fall semesters; next offered fall 2004. (4 credits)

60 DESIGN OF COMPUTER NETWORKS

This course investigates basic principles for designing and implementing both local area networks (LANs) and wide-area networks (WAN). It will look at 1) *physical layer protocols*, including transmission media, analog vs. digital communications, and interface design, 2) *data link layer protocols*, for point-to-point and contention-based message passing, 3) *network layer protocols*, for routing, congestion control, and inter-network communication, and 4) *transport protocols*, for creating error-free end-to-end channels. Each of these concepts will be illustrated using actual communication protocols such as Ethernet, ATM, and TCP/IP. The course will also take a brief look at higher level application issues including security (e.g. encryption, authentication), network management, name servers, and multimedia protocols such as JPEG and MPEG. Prerequisites: Computer Science 30 and 40. Alternate spring semesters; next offered spring 2004. (4 credits)

62 PRINCIPLES OF COMPILER DESIGN

The principles, techniques, and theory underlying the design of compilers and language translators. Topics will include lexical analysis, symbol tables, a variety of parsing algorithms, automated scanner and parser generation, representation and generation of intermediate code, machine code generation, and code optimization. Prerequisites, Computer Science 30, 42, and 47, or consent of instructor. Alternate fall semesters; next offered fall 2003. (4 credits)

64 INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS

This course will introduce students to the design, implementation, and analysis of databases stored in database management systems (DBMS). Topics include implementation-neutral data modeling, database design, database implementation, and data analysis using relational algebra and SQL. Students will generate data models based on real-world problems, and implement a database in a state-of-the-art DBMS. Students will master complex data analysis by learning to first design database queries and then implement them in a database query language such as SQL. Advanced topics include objects in databases, indexing for improved performance, distributed databases, and data warehouses. Prerequisites: Computer Science 24 and 30, or consent of instructor. Alternate fall semesters; next offered fall 2003.

65 INTRODUCTION TO ARTIFICIAL INTELLIGENCE

An introduction to the basic principles and techniques of artificial intelligence. Topics include problem solving methods, heuristic search, knowledge representation, logic, and automated reasoning. Concepts will be further demonstrated through the study of applications of AI such as natural language processing, task planning, robotics, machine learning, perception, and game playing. Discussion of philosophical issues. Prerequisites, Computer Science 40 and 42, or consent of instructor. Alternate fall semesters; next offered fall 2002. (4 credits)

70 PARALLEL PROCESSING

An introduction to the field of parallel processing and the three major subareas of parallel architectures, parallel languages, and parallel algorithms. Topics include SIMD and MIMD systems, private memory and shared memory designs, dataflow architectures; issues in parallel language design such as process creation and management, message passing, synchronization, and deadlock; the design and formal analysis of parallel algorithms in areas such as sorting, searching, numerical methods, and graph theory. Students will design and implement software for an actual parallel processing system. Prerequisites, Computer Science 30 and 40, or consent of instructor. Alternate fall semesters; next offered fall 2003. (4 credits)

72 FUNCTIONAL PROGRAMMING AND FORMAL SEMANTICS

Introduction to the functional paradigm of programming languages, declarative programming, and formal semantics. Discussion of higher order functions and functions as first class objects, abstractions and polymorphism, infinite structures, equational reasoning and pattern matching, lambda calculus and the reduction paradigm of computation, semantics, and programs as specifications. Topics may also include implementation of functional languages, continuations and lazy evaluation, and parallelism. The theoretical material of the course will be supplemented by laboratory work in modern functional languages. Prerequisites, Computer Science 42, 47, or consent of instructor. Offered alternate years. (4 credits)

75 DISCRETE APPLIED MATHEMATICS (Same as Mathematics 75)

Topics in applied mathematics chosen from: cryptography; complexity theory and algorithms; integer programming; combinatorial optimization; computational number theory; applications of geometry to tilings, packings, and crystallography; applied algebra. Prerequisites, Math 36 and 59 and Computer Science 23. Alternate fall semesters; next offered fall 2002. (4 credits)

88 SENIOR SEMINAR IN COMPUTER SCIENCE

Advanced topics in specialized areas of computer science. The course will be taught as a seminar and will involve discussion of original research articles, student projects, and oral presentations. When the course is offered, the topic and prerequisites for that semester will be announced and posted prior to registration. Spring semester. (4 credits)

89 SENIOR CAPSTONE SEMINAR

Working with their capstone supervisor, seminar coordinators, and other faculty, students will discuss their capstone project, make presentations of their progress, critique the work of other students, and participate in the activities of the seminar. These activities will include instruction and discussion of strategies for research, writing, and presentation. The scheduled times will include both group meetings with other seminar participants as well as individually arranged meetings with the students capstone supervisor. S/D/NC only. Spring semester. (1 credit)

95 TUTORIAL

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of computer science not available through the regular offerings. Every semester. (1–4 credits)

96 INDEPENDENT PROJECT

Individual project including library research, conferences with instructor, oral and written reports on independent work in computer science. Subject matter may complement but not duplicate material covered in regular courses. Arrangements must be made with a department member prior to registration. Prerequisite, departmental approval. Every semester. (1–4 credits)

97 INTERNSHIP

Available to junior and senior students with declared cores or majors in computer science. Arrangements must be made prior to registration, and departmental approval and supervision is required. For additional information about internships and how they are administered, refer to the section of the catalog entitled Individualized Learning. Internships are offered only as pass/fail (S, D, NC Option). Every semester. (1–4 credits)

98 PRECEPTORSHIP

Available to junior and senior students with declared cores or majors in computer science. Arrangements must be made prior to registration. Departmental approval and supervision required. Every semester. (1–4 credits)

Music

Full Time Faculty: Edouard Forner, Carleton Macy, Mark Mazullo, Robert Peterson

Part Time Faculty: Jan Gilbert, Peter Sowah Mensah

Director of Choral Activities: Robert L. Morris

Director of Piping: Michael Breidenbach

Director of Highland Dance: Katherine Hart Stoker

Staff Accompanist: Lawrence Henry

Studio Faculty: Stella Anderson (viola/violin), Donald Betts (piano/piano for proficiency), Barbara Brooks (piano/piano for proficiency), Rachel Brudney (oboe), Christine Dahl (piano/piano for proficiency), Lynn Erickson (trumpet), Jim Flegel (guitar), Richard Gaynor (trombone/baritone horn), Clea Galhano (recorder), Joan Griffith (electric guitar/electric bass/jazz improvisation/jazz combos), Brian Grivna (saxophone/jazz improvisation), Shelley Hanson (clarinet), Florence Hart (highland dance), Michael Hauser (flamenco guitar), Camilla Heller (cello), Phil Hey (jazz drumming), Mary Budd Horozaniecki (violin), Robert Jamieson (gamba), Martha Jamsa (flute), Winston Kaehler (harpsichord/organ), Will Kemkperman (percussion), Ellen Lease (jazz piano), Caroline Lemen (horn), Paul Maybery (tuba), Sowah Mensah (African drums and xylophones/African flute/African voice), Laura Nichols (voice), Celeste O'Brien (piano), Robert Peterson (voice), Jennifer Rubin (string bass), Michael Schmidt (voice), Catherine Hart Stoker (highland dance), Bridgett Stuckey (harp), Steve Sutherland (Pipe Band drum instructor), Charles Ullery (bassoon), David Whetstone (Sitar/East Indian improvisation)

The music department offers many opportunities for general students and for students interested in music as a concentration. All performing ensembles and all courses are open to majors and non-majors alike, although some courses carry prerequisites. For the music major or minor, a careful balance between theory/ composition, history/literature and performance is maintained. Students electing a music concentration may emphasize performance, composition, or music history/literature. A senior project in one of these areas is required of majors and recommended for minors. The major concentration provides preparation for graduate study in music, and many music-related jobs

and professions. Major and minor concentrations prepare students for lifelong enjoyment of music through the study of appropriate skills, repertoire, and performance practice.

For further information about faculty and ensembles, please access the Music Department web page at http://www.macalester.edu/~music.

Performance

Performing ensembles are open to students by audition without regard for music major or minor status. These groups include the large vocal and instrumental ensembles, chamber music groups in the Western concert tradition, and other ensembles performing a spectrum of musical styles: African Music Ensemble, Flying Fingers (traditional American folk music), Mac Jazz (big band jazz), Collegium Musicum Macalestri (early music), New Music Ensemble (improvised music), the Highland Pipe Band and Dancers, and the Mac Jazz Workshop jazz combo. Additional chamber ensembles such as string quartets and flute ensembles are formed in response to student interest. Students are also involved as soloists, conductors, and managers for the ensembles. Special performance projects such as dance concerts requiring live and electronic music, opera, and musical theater are scheduled as opportunities arise.

The superb acoustics of the Janet Wallace Concert Hall provide one of the best centers for musical performance in the Twin Cities. Student soloists and ensembles, and numerous other local, national and international artists perform there regularly throughout the year.

Studio instruction in voice, piano, harpsichord, organ, guitar, all standard orchestral instruments, jazz improvisation, African drumming, and sitar, is available to all students in the College. Studio instruction is with our regular full-time faculty or studio faculty who are all active professional musicians.

The fee for 12 half-hour lessons is $310.00 (fee is subject to change). Music majors and minors will receive a 90% fee waiver for one set of half hour lessons per semester. Enrollment in Theory II is considered a tentative commitment to being a music major or minor. The faculty encourages advanced students to take hour-long lessons. Music majors and minors, preparing for senior recitals, must take full hour lessons. They will receive a 90% fee waiver for the full hour.

General Distribution Requirement

All courses in the music department count toward the general distribution requirement in fine arts *except* Music 70, 71, 72, 73, 74, 88, 97 and some topics as designated by the department. Credit accumulated through ensemble performance and studio instruction does not count toward the distribution requirement.

Certain courses are particularly appropriate for the general student. These include Music Appreciation, Electronic Music, African Music, Basic Musicianship, Music of Black Americans, Jazz and Social Issues, and various Topics courses. Other courses, while open to all students, do require certain

levels of music skills. Students interested in upper level courses should consult the instructor concerning specific prerequisites.

Diversity Requirement

The international diversity requirement may be satisfied by completing Music 31, African Music. The domestic diversity requirement may be satisfied by completing either Music 55, Music of Black Americans, or Music 57, Jazz and Social Issues.

Senior Capstone Projects

The music department requires of its majors, and strongly recommends to its minors that they undertake senior projects involving recital performance, composition and/or music research as a culminating activity. The department strongly encourages all majors to include performance as a soloist as part of the presentation of this project. A student may register for Music 88 (Senior Project) to receive credit for preparation. (The senior project satisfies the senior capstone requirement). Following the completion of the senior project, the presenting student will meet with selected faculty for an *exit review* which will include discussion of their project presentation, their achievements within the department, and their future directions.

Piano for Proficiency Requirement

Each music major/ minor will be required to pass a test of piano proficiency. Piano skills should be developed as rapidly as possible for they are indispensable to the study of music. Because they are required, "Piano for Proficiency" lessons receive a 90% fee waiver for a maximum of 4 semesters. Fee-waived piano proficiency lessons are not to extend beyond the 3rd year. Required skills include the ability to:

* Sight-read a hymn.
* Perform a piece such as a slow movement of a sonatina or a piece from Bartok's Mikrokosmos, Vol. 2.

This test (shown as Music 300) should be taken by the end of the third year.

Major Concentration

A major will consist of 44 semester hours in classroom courses, plus studio instruction, ensemble participation and piano for proficiency.

Music 13, or admission to a higher level within the theory program, is considered entrance into the program. Both Music 13 and Music 14 should be taken during the first year if possible, and no later than the second year, since these courses are prerequisites for most of the other required music courses. History-literature courses should begin after completion of Music 13 and 14.

1. Major concentration in music must include:

   * Music 13, 14, 23, 24, 42, 43, 44
   Additional music electives may be substituted for Music 13 and 14 if a student can demonstrate equivalent competency.

* One course from among the following: Music 31, 51, 53, 55, 57 or designated topics courses
* Studio instruction on the primary instrument or in voice during each semester of residence as a major
* Ensemble performance during each semester of residence as a major, with at least 4 semesters in a "*large*" ensemble (see *Music Ensembles*)
* A senior capstone project in music
* Piano for proficiency Exam (Music 300)

A normal music major track for course work will be:
* year 1: Music 13, 14, and elective
* year 2: Music 23, 24, one of 42, 43, 44, electives
* year 3 and 4: two of 42, 43, 44, electives, senior project
* (with careful planning, a music major can be completed in 3 years)

Minor Concentration

A minor will consist of 28 semester hours in classroom courses, plus studio instruction and ensemble participation, and the Piano Proficiency Exam. All courses other than Music 12 may count toward the minor. A normal music minor track for course work can be accomplished in five semesters or spread out over 4 years:

Year 1: Music 13, 14, and an elective

Year 2: Two music literature classes (perhaps 10 and 43)

Year 3: Two music electives (music literature, Theory, Composition, etc.)

With careful planning, a music minor can be completed in two years.

Music 13 should be taken no later than the fall of the 3rd year. Minor concentrations must include:

* Two theory courses from Music 13, 14, 23, 24
* Two courses, approved by the student's music department advisor, selected from among: Music 10, 31, 42, 43, 44, 51, 55, 57 or designated topics courses. At least one of these courses must be taken from Music 42, 43 or 44.
* Studio instruction for four semesters.
* Ensemble participation for a minimum of four semesters, two of which must be in a "*large*" ensemble (see *Music Ensembles*).
* Piano for Proficiency Exam (Music 300).

Honors Program

The Music department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Music department are available from either the department office or the Dean of Academic Programs.

COURSES

10 MUSIC APPRECIATION

Focuses on listening to music and making sense of what we hear. Explores diverse musical styles and cultures with an emphasis on concert music of the western world, placing the music within cultural-historical frameworks. Fall semester. (4 credits)

12 BASIC MUSICIANSHIP

Basic elements of music including scales, intervals, basic music reading and writing skills, ear training and some keyboard. The course is especially designed for the general student and will operate at a slower pace than Theory I. Spring semester. (4 credits)

13 THEORY I—ELEMENTARY THEORY

Pitch, meters, scales, modes, keys, intervals, triads and seventh chords, elementary diatonic harmony, composition of melody and bass lines; melodic and rhythmic dictation and solfeggio; elementary keyboard skills. Students should already be proficient at reading music. Three lectures and one ear training/keyboard lab per week. Fall semester. (4 credits)

14 THEORY II—ADVANCED THEORY

Continuation of written harmony through extended alteration of tertian harmony and modulation; analysis and composition of simple musical forms; continuation of dictation and solfeggio; keyboard harmony. Prerequisite, Music 13 or permission of the instructor. Three lectures and one ear training/keyboard lab per week. Spring semester. (4 credits)

23 CONTEMPORARY THEORY

Study of compositional techniques of 20th century music with emphasis on analytical skills and composition; continuation of dictation and solfeggio; Prerequisite, Music 14 or permission of the instructor. Fall semester. (4 credits)

24 FORM AND ANALYSIS

Analysis of musical forms and musical development techniques with emphasis on music of the common practice period; advanced harmonic ear training. Prerequisite, Music 14 or permission of the instructor. Spring semester. (4 credits)

31 AFRICAN MUSIC

Study of music in various African traditions within a social and historical context. Interrelationships between music and society (function, context, structure, gender roles, political considerations). Instruments, life-cycle rites, genres, musical organizations, traditional musicians, contemporary popular music. Fall semester. (4 credits)

42 WESTERN MUSIC OF THE 17TH AND 18TH CENTURIES

Study and analysis of music written during the baroque and classical eras, including stylistic developments and representative works. Questions of performance practice and the relationship between music and culture will also be addressed. Prerequisite: permission of the instructor. Fall semester. (4 credits)

43 WESTERN MUSIC OF THE 19TH CENTURY

Study and analysis of music written from the late 18th to the 20th century focusing on the stylistic shift from classicism to romanticism to modernism, including music from Beethoven to Mahler. Prerequisite: permission of the instructor. Spring semester. (4 credits)

44 MUSIC LITERATURE SINCE 1900

Study and analysis, focusing on the western concert tradition and including experimental works. Prerequisite: permission of the instructor. Spring semester. (4 credits)

50 TOPICS

Examination of special topics of interest to faculty and students. Recent topics have included: *Popular Music In Theory and Practice*, *Introduction to Musical Theatre*, and *Rock Music Seminar*. (4 credits)

51 WOMEN MAKING MUSIC

An investigation of the activities/roles/contributions of women making music, primarily in western culture—women as performers, teachers, consumers, scholars, and sponsors as well as composers. Music from the 20th century will receive greater attention than earlier music; blues, jazz and popular music will be included along with concert music. Incorporates analytical approaches of feminist criticism and cultural studies. Prerequisite, 2nd year standing. Occasional offering. (4 credits)

53 ELECTRONIC MUSIC

History and development of electronic music. Investigation of the psychology of sound perception and principles of musical form. Incorporates techniques of composition, individual and group projects in the electronic music studio, weekly composition assignments, self-assessment techniques and development of criteria for evaluation. Studio techniques will include tape manipulation, analog and digital synthesis, sampling, computer control, and sound processing. Prerequisite, permission of the instructor. Spring semester. (4 credits)

55 THE MUSIC OF BLACK AMERICANS

A survey of historical root and present synthesis music in African American culture. Extensive reading, aural/oral experience is a part of the course. Music literacy is helpful, but not required. Alternate years; next offered spring 2003. (4 credits)

57 JAZZ AND SOCIAL ISSUES

This course studies the history and development of Jazz music in America within the socio-economic and political context of the society. Models for analysis address the meaning and significance of Jazz music in American society. Students will think and write about music in cross-cultural perspective. Class sessions will include guest lectures, live musical demonstrations, group projects; students will complete listening assignments, and papers. Alternate years; next offered 2002-2003. (4 credits)

61 COMPOSITION

Instruction in composition starting with exercises in motific and harmonic manipulation of materials, and leading to directed composition for available performers. Meetings will be as a group and as individuals. Composers will have at least two works performed on scheduled evening concerts. Prerequisite, Music 23 or permission of the instructor. Fall semester. (4 credits)

70 WOODWINDS METHODS

Playing and arranging for woodwind instruments. Class sessions will include practical instruction and discussion of most instruments in the woodwind family, culminating with a performance. Music education students will be given special assignments concerning instructional methods and method books. Prerequisites, ability to read music, permission of the instructor. Not offered 2002-2003. (2 credits)

71 PERCUSSION METHODS

Playing and arranging for percussion instruments. Class sessions will include practical instruction and discussion of most instruments in percussion family, culminating with a performance. Music education students will be given special assignments concerning instructional methods and method books. Prerequisites, ability to read music, permission of the instructor. Not offered 2002-2003. (2 credits)

72 STRING METHODS

Playing and arranging for string instruments. Class sessions will include practical instruction and discussion of the instruments in the string family, culminating with a performance. Music education students will be given special assignments concerning instructional methods and method books. Prerequisites, ability to read music, permission of the instructor. Not offered 2002-2003. (2 credits)

73 BRASS METHODS

Playing and arranging for brass instruments. Class sessions will include practical instruction and discussion of the instruments in the brass family, culminating with a performance. Music education students will be given special assignments concerning instructional methods and method books. Prerequisites, ability to read music, permission of the instructor. Not offered 2002-2003. (2 credits)

74 CONDUCTING

Emphasizes basic techniques, including beat patterns, baton techniques, score preparation and rehearsal techniques. Prerequisite, permission of the instructor. Alternate years. next offered fall 2003. (4 credits)

88 SENIOR PROJECT

Intensive guided preparation for the presentation of a project involving recital performance, composition and/or music research. Prerequisite, permission of the instructor. Fall or spring semester. (1–4 credits)

The following independent studies are available to music majors, cores, or minors and occasionally to a non-music major. All require the permission of the instructor.

95 TUTORIAL

Tutorials are available for advanced study. Typical areas include counterpoint, composition, advanced choral or instrumental conducting, orchestration, and research. Arrangements for tutorials must be made with the faculty supervisors concerned. See the Independent Study section of this catalog. Every semester. (1–4 credits)

96 INDEPENDENT PROJECT

See the Independent Study section of this catalog. Every semester. (1–4 credits)

97 INTERNSHIP

See the Independent Study section of this catalog. Every semester. (1–4 credits)

98 PRECEPTORSHIP

See the Independent Study section of this catalog. Every semester. (1–4 credits)

Performance Studies; Ensemble participation and studio instruction.

1) Students can receive credit for successful completion of a sequence of studio instruction, including a brief Performance Review at the end of each semester and/or ensemble participation. Credit is given in the following manner:

* Credit will be issued for blocks of 2 or more consecutive semesters of the same activity. Consecutive semesters are usually fall-spring, but may be spring-fall in unusual circumstances.
* Credit for a single semester of studio instruction or ensemble participation is not awarded.
* Interruption of a sequence due to participation in an approved Study Abroad program is not considered a discontinuity.

2) Performance studies will be graded as follows:

* Students with music major/minor concentrations and those receiving fee waivers or department assistance will be graded A/B/C/D/NC.
* *General students will be graded S/NC in studio instruction unless they request a letter grade upon registration; general students in ensemble studies will receive a letter grade.*
* A student must earn a grade of A,B,C,D, or S for each term to receive credit for the course.

Students receiving fee waivers or assistance for studio instruction must receive a grade of A,B,C or S each term, or they will be required to pay the entire fee for the instruction.

3) A student may receive no more than 8 credits for performance studies *toward graduation*, but no limit is placed on continued participation. Continued participation will appear on a student's transcript, but will not fulfill Macalester graduation requirements.

4) Credit for performance studies does not satisfy general distribution requirements.

The grade a student receives for credit bearing performance studies is computed in the student's cumulative GPA when a block of 2 semester credits is completed.

Music Ensembles

Ensembles are open to all Macalester students. Selection of members is usually made on the basis of auditions in the fall. Students joining an ensemble are expected to remain active in it throughout both fall and spring terms. However, it is possible to audition to join an ensemble in the second term.

"Large" ensembles are Symphonic Band, Symphony Orchestra, Mac Jazz Band, Festival Chorale, Concert Choir, and African Ensemble.

Students with a major concentration in music are expected to participate in ensembles during their tenure at Macalester (generally eight semesters). Four of these semesters of ensemble participation must be in "*large*" ensembles. The department believes that music students should have the experience of performance in an *ensemble conducted in the western tradition* as part of their training. For this reason, majors are required to participate for at least 2 of the required 4 semesters in Symphonic Band, Symphony Orchestra, Festival Chorale, or Concert Choir.

NOTE: For students majoring in music the Jazz Band and African Ensemble may fulfill only two of the necessary four semesters of participation in "*large*" ensembles.

Students with major concentrations in music are also expected to take studio instruction in their performance area during each semester of residence as a major.

Students with a minor in music should participate in ensembles for four semesters and in "*large*" ensembles for two semesters. They are also expected to take studio instruction for a minimum of four semesters.

111,112 SYMPHONIC BAND

Readings, preparation and performance of concert band literature, on campus and in the community. (1 credit)

113,114 SYMPHONY ORCHESTRA

Readings, preparation and performance of orchestral literature, on campus, in the community and on tour. (1 credit)

115,116 MAC JAZZ BAND

An ensemble of the standard big band instrumentation. Preparation and performance of classical and contemporary big band jazz. Performances in concert and club situations, at festivals and on tour. (1 credit)

117,118 PIPE BAND

Instruction in the pipes and drums. Performances in events and competitions at Macalester, in the community, and nationally (1 credit)

119,120 HIGHLAND DANCE

Instruction in traditional Scottish Highland dances. Performances at Macalester and in the community. (1 credit)

121,122 INTRODUCTORY PIANO/PIANO FOR PROFICIENCY

Intended for students with little or no prior experience at the piano, and for those students needing to develop sufficient piano skills in order to pass the departmental piano proficiency test. (1 credit)

123,124 FESTIVAL CHORALE

Preparation and performance of major choral works often with professional orchestra. Performances in the community as well as on campus. (1 credit)

125,126 CONCERT CHOIR

A select group of singers. Presentation of chamber music with and without accompaniment; performances on campus, in the community and on domestic and international tours. (1 credit)

127,128 AFRICAN MUSIC ENSEMBLE

The Macalester African Music Ensemble performs traditional African music using voices and authentic instruments including drums, xylophones, flutes, bells and rattles, mbiras and gourds. The ensemble performs music reflecting a variety of African musical occasions and situations. (1 credit)

215,216 MACALESTER CHAMBER MUSIC ENSEMBLES

A variety of chamber ensembles will be formed, each with a faculty coach. Rehearsal and performance schedules vary. These ensembles differ in size and kind, depending on the performers

available. Students interested in forming a chamber ensemble should contact a faculty member. (1 credit)

221,222 OTHER ENSEMBLES

Including but not limited to:

Collegium Musicum: Collegium Musicum Macalestri specializes in instrumental and vocal music from the Medieval period through the Baroque. The Collegium players perform on college and personal collections of viols, recorders, crumhorns, kortholts, harpsichord, psaltry, harp, rebec, cornetto, sacbut, and a variety of percussion instruments. (1 credit)

New Music Ensemble: The MNME performs improvised and partially improvised music and is open to all interested performers. The ensemble members create their own pieces and perform in formal concerts, dance recitals, outdoor Earth Day presentations, art galleries, and sudden opportunity situations. (1 credit)

Mac Jazz Workshop: The jazz workshop concentrates on creating combo arrangements with plenty of space for student soloists. Ensemble members are encouraged to write their own material. (1 credit)

Flying Fingers: The Flying Fingers is a student-led ensemble performing "down-home" folk music from the Scotch/Irish tradition and its developments in America. (1 credit)

Student interest often leads to the formation of additional ensembles; string quartets, piano trio, flamenco, flute, vocal, trombone and saxophone ensembles are recent examples. (1 credit)

Three additional, well-established student-led ensembles deserve mention even though participants do not receive credit: The Sirens (women) and the Trads (men) specialize in the performance of a cappella vocal music in a variety of popular styles; The Voices of Tamani specializes in music of the Gospel tradition.

Performance Instruction (Studio and Class)

Studio instruction may be taken by any Macalester student in voice, piano, harpsichord, organ, guitar, recorder, bagpipes, standard orchestral instruments and some non-western instruments. The department houses a 56-rank Aeolian Skinner pipe organ, 26 Steinway pianos and two harpsichords; there is also a limited collection of orchestral instruments which may be rented by students for a nominal fee, currently $25.00 per semester.

Studio instruction fees are listed elsewhere in this catalog. Macalester will pay 90% of instruction fees on the major instrument or voice for students with major, core or minor concentrations in music. A bulletin describing the studio instruction program in detail may be obtained from the music department coordinator (Room 103).

101,102 PRIVATE STUDIO INSTRUCTION

Studio instruction in instrument or voice. (1 credit)

105,106 CLASS VOICE

This is an introductory singing class. Students prepare and perform songs on a regular basis. Special emphasis is given to performance practice and vocal technique. Class Voice is offered each semester. (1 credit)

300 PIANO FOR PROFICIENCY EXAMINATION (Passing grade of "S" only)

This is a non-credit course number used to document a music major/core/minor as having passed the required piano proficiency examination.

Neuroscience Studies

Full Time Faculty: Lin Aanonsen (Biology), Sarah Dart (Linguistics), Janet Folina (Philosophy), Susan Fox (Mathematics/Computer Science), Lynda LaBounty (Psychology), Brooke Lea (Psychology), Eric Wiertelak (Director, Psychology)

Part Time Faculty: Elizabeth Jansen (Biology), Joy Laine (Philosophy)

The neuroscience field encompasses the evolution, development, structure (both physical and organizational, as in artificial intelligence, computational and theoretical modeling), functions (including adaptive mechanisms, cognitive, systems, and philosophical approaches), pharmacology, clinical assessment, and pathology of nervous systems in order to further understand how thought and behavior develop, are organized, and maintained. The *Neuroscience Studies* major, therefore, provides a broad multidisciplinary introduction to the study of the brain, mind and behavior. The completion of this interdisciplinary foundation and selected focused coursework, through completion of an *approved emphasis* from one of the participating departments, enables the student to study the nervous system from a variety of perspectives based on the student's own interests in this field.

General Distribution Requirement

Neuroscience Studies 26 and 63 count toward the mathematics and natural science requirement.

Major Concentration

The Neuroscience Studies major consists of three primary components: 1) completion of 4 foundation courses, 2) completion of a 7 course core curriculum required for all Neuroscience Studies majors, and 3) a 5 or 6 course emphasis (described below) in Mathematics, Computer Science, Philosophy, OR Psychology depending on the interests and future goals of the student*. The core curriculum for neuroscience studies draws from introductory, intermediate and advanced courses in Biology, Mathematics, Computer Science, Philosophy, and Psychology, as well as prerequisite courses. The senior capstone experience in Neuroscience Studies is satisfied by successful completion of an approved research experience and the Senior Seminar (2 semesters) in Neuroscience Studies. The student, in consultation with his/her advisor, chooses courses in his/her emphasis from approved coursework in one of the participating departments.

* Students interested in a more in-depth study of neurobiology and neurochemistry or who plan to pursue a career as a biomedical scientist should consider majoring in biology with an emphasis in neurobiology. (See Biology Section of this catalog.)

Specific Requirements for the Neuroscience Studies Major

Four foundation courses are required of all majors: Chemistry 11 & 13; Mathematics 14 or 27; and Computer Science 20 or 23* or Mathematics 36* .

* Students select the course that will serve as the appropriate prerequisite for the Mathematics or Computer Science course selected from the list in 3 below.

Seven Neuroscience Studies Core Courses:

1. Neuroscience Studies 26: Brain, Mind, and Behavior (*introductory course*)

2. One of:
Biology 12: The Enchanted Cortex (when offered)
Biology 23: Cell Biology
Biology 24: Physiology (Biology 23 is prerequisite)

3. One of:
Mathematics 43: Dynamical Systems
Computer Science 48: Scientific Computation
Computer Science 65: Introduction to Artificial Intelligence

4. Philosophy 62: Philosophy of Mind

5. Neuroscience Studies 63: Behavioral Neuroscience

6. Research Experience: As approved by the program faculty*
Neuroscience Studies 96: Independent Study

* The research experience should be defined in part by the discipline of emphasis for the Neuroscience Studies major and focus on a neuroscience-related topic. It should culminate in the creation of a research paper that is modeled after professional publications in the student's area of emphasis.

7. Capstone Experience

A capstone experience of either the Neuroscience Studies Senior Seminar or, with approval of the student's advisor and director of the Neuroscience Studies Program, an advanced independent project.

Neuroscience Studies 88: Senior Seminar (taken twice)

Required Emphasis in a Participating Department

Completion of an emphasis (described below) in one of the participating departments (Mathematics, Computer Science, Philosophy, or Psychology) is required of all neuroscience studies majors to provide depth. Course sequences are listed below. Students should select an advisor from within their chosen emphasis and work closely with the advisor in selecting appropriate courses for their particular emphasis.

Computer Science Emphasis (5 courses)

Computer Science 24: Computer Science II
Computer Science 30: Computer Organization
Computer Science 40: Algorithm Design and Analysis

Two of the following 4 courses:

Computer Science 58: Computer Graphics*
Computer Science 65: Introduction to Artificial Intelligence* *
Computer Science 70: Parallel Processing
Computer Science 75: Discrete Applied Mathematics* * *

* Comp 58 also requires Math 36 or Math 37
** if not selected as core course
*** Comp 75 also requires Math 26 and Math 59

Mathematics Emphasis (6 courses)

Mathematics 22: Calculus II

One of the following 2 courses:

Mathematics 36: Linear Algebra
Mathematics 37: Multivariable Calculus

One of the following 2 courses:

Computer Science 20: Introduction to Scientific Programming
Computer Science 23: Computer Science I

One of the following 2 courses:

Mathematics 43: Dynamical Systems
Mathematics 41: Differential Equations*

Two of the following 4 courses:

Computer Science 65 Introduction to Artificial Intelligence
Mathematics 68: Continuous Applied Mathematics
Mathematics 75: Discrete Applied Mathematics**
Mathematics 78: Mathematical Modeling

* Math 41 also requires Mathematics 37
** Mathematics 75 also requires Mathematics 26 and 59

Philosophy Emphasis (5 courses)

One of the following 2 courses:

Philosophy 19: Critical Thinking
Philosophy 20: Introduction to Symbolic Logic

Plus both:

Philosophy 25: Ethics
Philosophy 31: Modern Philosophy

Two of the following 5 courses:

Philosophy 27: Bioethics
Philosophy/Mathematics 49: Advanced Symbolic Logic
Philosophy 60: Philosophy of Science
Philosophy 61: Philosophy of Mathematics

Philosophy/Linguistics 64: Philosophy of Language

Psychology Emphasis (5 courses)

Psychology 49: Experimentation and Statistics

Three of the following courses:

Psychology 24: Distress, Dysfunction, and Disorder: Perspectives on the DSM
Psychology 31: Sensation and Perception
Psychology 36: Principles of Learning and Behavior
Psychology 37: Cognitive Psychology
Psychology 42: Cellular and Molecular Neuroscience

One of the following 3 courses:

Psychology 72: Psychology of Language
Psychology 86: Neuropharmacology
Psychology 88: Senior Seminar (Approved sections only. Not all offerings will meet this requirement.)

COURSES

26 BRAIN, MIND, AND BEHAVIOR (Same as Psychology 26)

A multidisciplinary investigation of behavior and the nervous system. Particular emphasis is placed on human processes of perception, cognition, learning, memory, and language. This course serves as the introductory course in the Neuroscience Studies Program. Prerequisite: permission of the instructor. Fall semester. (4 credits)

63 BEHAVIORAL NEUROSCIENCE (Same as Psychology 43)

An examination of the role of the nervous system in the control of behavior. While the course features a systems approach to the investigation of sensory and perceptual mechanisms, molecular and cellular components of the nervous system will also be discussed in the context of course topics. Particular emphasis is given to the nature of learning and memory processes, motivation, emotion, homeostasis, cognition, and human neuropsychology. The laboratory will be used for a variety of instructor-demonstrative and student participatory research and laboratory activities in behavioral neuroscience. Prerequisites: Neuroscience Studies 26 or Biology 12 or 24. Spring semester (5 credits)

88 SENIOR SEMINAR IN NEUROSCIENCE STUDIES

This two-semester seminar provides an integrative view of neuroscience through study and discussion of current works arising from major sub-areas of the field. The seminar will generally follow a three-week cycle throughout the year. In the first week, students will read and discuss papers by an outside researcher from a discipline related to the program. In the second week, students will attend a talk given by that researcher. In the third week, students will critically discuss the research presented and consider how that work relates to work in other areas of neuroscience as well as their particular area of emphasis. Students will be expected to present to the group the research they themselves did in the research experience component of the major. Open to seniors; students must register for the course in both the fall and spring semesters. (2 credits each semester)

96 INDEPENDENT PROJECT

This course provides an opportunity to pursue independent research or study on a topic in the field of neuroscience. This may be done with a faculty member at Macalester or at another college or university under direct supervision. Students must have the appropriate academic and coursework background before an independent study will be approved. Prerequisite: sponsorship by a Neuroscience Studies program faculty member. Every semester. (4 credits)

98 PRECEPTORSHIP

This preceptorship offers an opportunity for advanced students to become more involved in neuroscience courses by assisting faculty with teaching, particularly in laboratory settings. Prerequisite: permission of the instructor. Every semester. (4 credits)

Philosophy

Full Time Faculty: Janet Folina, Martin Gunderson, Karen J. Warren (Chair), Henry West

Part Time Faculty: Joy Laine

Philosophy explores the most fundamental and general questions concerning the nature of knowledge, reality and values. It engages in analysis of the logic of valid arguments, applicable to all rational thought, and in the study of the methodology and basic concepts of other academic disciplines. Philosophy is thus central to the liberal arts. Macalester is unusual in offering courses dealing not only with the tradition of Western philosophy, but also with Asian philosophy, offering a major concentration with an Asian philosophy component or an interdisciplinary core concentration in Asian philosophy. Philosophy lends itself to interdisciplinary programs such as legal studies, women's and gender studies, environmental studies, international studies, and various other possibilities. Requiring the development of skills in critical thinking, a concentration in philosophy is excellent background for careers in teaching, law, religion, public service, and almost any other area in which critical analysis and precise expression are required.

General Distribution Requirement

All courses in the philosophy department count toward the general distribution requirement in humanities except 24 and 35 (both of which count toward the distribution requirement in social science), and 49 (which counts toward the distribution requirement in mathematics and natural science).

Diversity Requirement

The courses in the philosophy department that satisfy the international diversity requirement are 36 and 55.

Major Concentration

A major in philosophy consists of at least nine departmental courses, which must include the following:

* 20 Introduction to Symbolic Logic,

* 25 Ethics,

* 30 Ancient and Medieval Philosophies,

* 31 Modern Philosophy,

* 89 Senior Seminar,

* at least four electives, two of which must be numbered 60 or higher.

In addition, majors in philosophy are required to write a senior paper to be submitted to an undergraduate student journal, though it is not required that the paper be accepted for publication. The paper is due at the end of February

and a copy should be given to the department chair. The department chair may waive requirements in exceptional circumstances.

The senior capstone requirement in philosophy is normally satisfied by a senior paper written for Philosophy 89.

While the required courses constitute the core of the philosophy major, there are many ways to complete or supplement a philosophy major, though only courses listed in philosophy will count for a philosophy major. The following are a few suggestions.

Asian Philosophy: Students interested in Asian philosophy might complete their major by choosing from 19 Critical Thinking, 36 Indian Philosophies, 38 Philosophy of Religion, 96 Independent Project or 95 Tutorial in Asian Philosophy. Numerous supporting courses in Asian Studies are available in other departments. Macalester also offers students the opportunity for study abroad in India, Japan and China.

Feminist Philosophy: Courses relevant to feminist philosophy include 29 Feminism and Environmental Ethics, 50 History of Western Women Philosophers, 68 Feminist Philosophy, and either 96 Independent Project or an advanced theory course in Women's and Gender Studies.

Mind Sciences: Students interest in cognitive science or neurophilosophy might complete their major by choosing from 35 History and Systems of Psychology, 49 Advanced Symbolic Logic, 60 Philosophy of Science, 62 Philosophy of Mind, and 64 Philosophy of Language. Other supporting courses would be available in Computer Science, Linguistics, Psychology and the Natural Sciences.

Political and Legal Philosophy: Courses relevant to political and legal philosophy, in addition to those required for the major, are: 19 Critical Thinking; 24 Foundations of Political Theory, 27 Bioethics, 29 Feminism and Environmental Ethics, 55 History and Philosophy of Socialism, 68 Feminist Philosophy, 73 Philosophy of Law, and 50 Topics, when the subject is in ethics or political/legal philosophy. A philosophy major is an excellent background for law school and for careers in public policy and service.

Science and Mathematics: Philosophy majors who are interested in mathematics and the sciences might complete their major by taking 49 Advanced Symbolic Logic (same as Math 49), 60 Philosophy of Science, 61 Philosophy of Mathematics, and 64 Philosophy of Language.

Core Concentration

A core concentration in philosophy is an interdepartmental program with a core of six courses in philosophy and six supporting courses in other departments approved by an advisor in the philosophy department. Philosophy 25 Ethics, and either 15 Problems of Philosophy or 31 Modern Philosophy are required.

Minor Concentration

A minor in philosophy consists of five courses in the department approved by an advisor in the philosophy department, including Philosophy 25 Ethics, and either 15 Problems of Philosophy or 31 Modern Philosophy.

Honors Program

The Philosophy department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Philosophy department are available from either the department office or the Dean of Academic Programs.

COURSES

15 PROBLEMS OF PHILOSOPHY

An introduction to philosophy through topics found in classical philosophical writings, such as the nature of truth and knowledge, mind and body, freedom and determinism, right and wrong, and the existence of God. Course content varies from instructor to instructor. Specific course descriptions will be available in the department prior to registration. Every semester. (4 credits)

19 CRITICAL THINKING

A course which focuses on key skills involved in critical thinking (recognizing and evaluating arguments, assumptions, implications, definitions, analogies, generalizations, predictions, value claims) and on the use of critical thinking in different kinds of reasoning (moral reasoning, legal reasoning, scientific reasoning, aesthetic reasoning, narrative or rhetorical reasoning). Topics include the nature of arguments, formal and informal fallacies, problem solving, the interplay between critical and creative thinking, and the study of arguments as they occur in both everyday and philosophical contexts. Through exercises, problem-sets, and short essays, the overall aim is to improve students' reasoning and argumentative writing skills. No prerequisite. Every fall. (4 credits)

20 INTRODUCTION TO SYMBOLIC LOGIC

An introduction to formal methods for evaluating deductive arguments. Topics include formal fallacies, decision procedures, translation of arguments to argument forms, and natural deduction proofs in propositional and predicate logic. No prerequisite. Fall semester. (4 credits)

24 FOUNDATIONS OF POLITICAL THEORY (Same as Political Science 24)

An examination of the evolution of fundamental western political ideas from the Greeks to the present. Every semester. (4 credits)

25 ETHICS

An alternative introduction to philosophy, concentrating on normative philosophical concepts and issues, such as the nature of value, duty, right and wrong, and the good life, with applications to selected problems of personal and social behavior. Every semester. (4 credits)

27 BIOETHICS

Bioethics deals with a variety of ethical issues arising in the context of medical care and biomedical research. These issues include informed consent, euthanasia, reproductive rights, confidentiality, and the distribution of health care resources. The course uses ethical theory to shed light on issues in medicine and issues in medicine to illuminate ethical theory. No prerequisite. Alternate years; next offered 2003-2004. (4 credits)

29 FEMINISM AND ENVIRONMENTAL ETHICS

A course which addresses a variety of issues in environmental ethics from a feminist, particularly ecofeminist, point of view: the nature of environmental ethics; the alleged connections between the twin dominations of women and nature; the place of ecological feminism in any responsible feminism, environmentalism or environmental ethics; the contributions of feminist ethics to environmental ethics; the impact of Black and Third World feminism on environmental ethics; the relevance of contemporary scholarship in feminist philosophy of science, ecological science,

postmodernism, and feminist theology to ecofeminism and environmental philosophy. No prerequisites. Fall semester. (4 credits)

30 ANCIENT AND MEDIEVAL PHILOSOPHIES (Same as Classics 30)

A study of major philosophers of ancient Greece, Rome and the medieval period. Fall semester. (4 credits)

31 MODERN PHILOSOPHY

A study of the 17th and 18th century philosophers, including the Empiricists, Rationalists, and Kant. Spring semester. (4 credits)

35 HISTORY AND SYSTEMS OF PSYCHOLOGY (Same as Psychology 35)

This course explores major developments and ideas in psychology such as: the history of ideas about "the mind"; the effects of theorists' life experiences on their ideas; key historical and social events that shaped the field; when and how psychology became a science; and how ideas about what is "normal" shape and are shaped by psychology. Next offered 2003-04. (4 credits)

36 INDIAN PHILOSOPHIES

An introductory study of some of the great philosophers and philosophical problems of the Indian philosophical tradition with a focus on Buddhist and Hindu philosophical debate that endured from the time of the Buddha to around 1000 CE. Topics will include the role of philosophy in the Indian intellectual and religious tradition; Indian logic; the relationship between philosophy and practice (yoga, meditation); what counts as knowledge (pramana theory); ultimate truth versus conventional truth; Buddhist/Hindu debate on the nature of persons, rebirth and karma; competing theories of reality (momentariness, emptiness, non-dualism, realism) and methodologies of cross-cultural philosophy. Students will learn the basic Sanskrit terminology of Indian philosophy and will work with primary source material in translation. Every year. (4 credits)

38 PHILOSOPHY OF RELIGION

Philosophical analysis of problems in religion and theology such as arguments for the existence of God and the nature of religious knowledge. Alternate years; next offered fall 2002. (4 credits)

39 PHILOSOPHY OF EDUCATION (Same as Education 39)

An analysis of the nature and purpose of education. In what ways should educational institutions support, challenge, or transform predominant social values? What is ethical educational policy and practice? Such questions are considered in light of a variety of philosophic perspectives. Students will define a personal philosophy of education and assess its implications for current educational theory and practice in addition to their own educational development. Every semester. (4 credits)

49 ADVANCED SYMBOLIC LOGIC (Same as Mathematics 49)

A second course in symbolic logic which extends the methods of logic. A main purpose of this course is to study logic itself—to prove things about the system of logic learned in the introductory course. This course is thus largely logic about logic. Topics include second order logic and basic set theory; soundness, consistency and completeness of first order logic; incompleteness of arithmetic; Turing computability; modal logic; and intuitionistic logic. Prerequisite: Philosophy 20, Mathematics 26, or permission of instructor. Alternate years; next offered spring 2003. (4 credits)

50 TOPICS

Courses, not regularly offered, which are designed to meet student interest in something not in the list of catalog courses. Recent offerings have been: Nietzsche: Romantic, Modern, Postmodern; Ethical Theory; Mill: Ethics and Economics; The Philosophy and Mathematics of Srinivasa Ramanujan; Existentialism; Ecofeminism; History of Western Women Philosophers; and Ethics and Political Philosophy. (4 credits)

55 HISTORY AND PHILOSOPHY OF SOCIALISM

An analysis of the various ideas of socialism from the eighteenth century to the present. Philosophically, the course will investigate the logic and ethics of the socialist ideas encountered. Historically, the course will explore the social-economic, cultural and political environments in which the socialist ideas appeared. Radicals of the French Revolution, the Utopian Socialists, the Anarchists, Marx, Marxian Revisionists, Bolshevism, Soviet Marxism-Leninism, contemporary Eurocommunism

and the socialism of Mao Tse-Tung will all be studied. Readings will be heavily weighted toward socialist texts themselves. Students must enroll in both History 55 and Philosophy 55 and receive credit for each course. Alternate years; next offered fall 2003. (4 credits for each course, for a total of 8 credits)

60 PHILOSOPHY OF SCIENCE

The study of the fundamental processes, principles, and presuppositions of the natural sciences. The social and historical contexts of science are also addressed. Specific topics include some of the following: science versus pseudoscience, scientific explanation, scientific revolutions, the philosophy of space and time, theories of confirmation, objectivity in science, and realism versus relativism. Prerequisite: Philosophy 20 or permission of instructor. Alternate years; next offered 2003-2004. (4 credits)

61 PHILOSOPHY OF MATHEMATICS

An examination of the logical and philosophical foundations of mathematics, with some emphasis on the history of twentieth century mathematics. Topics include mathematical truth, mathematical reality, and mathematical knowledge. Prerequisite, Philosophy 20 and some background in philosophy or permission of instructor. Alternate years; next offered spring 2003. (4 credits)

62 PHILOSOPHY OF MIND

Materialism, rather than solving the problem of mind, consciousness and intentionality, has spawned numerous philosophical perplexities. This course will examine a variety of philosophical problems associated with contemporary models of the mind (mind/body dualism: mind/brain identity theories; behaviorism; functionalism and artificial intelligence; eliminative naturalism and folk psychology; anticonstructive naturalism; biological or constructive naturalism). The course will also look at contemporary philosophical accounts of personhood and personal identity, particularly narrative accounts of the self. Readings will typically include Paul and Patricia Churchland, Antonio Damasio, Daniel Dennett, Owen Flanagan, Derek Parfit, Marya Schechtman, John Searle and Kathleen Wilkes. Prerequisite, Philosophy 15 or 31, or permission of instructor. Alternate years; next offered spring 2003. (4 credits)

64 PHILOSOPHY OF LANGUAGE (Same as Linguistics 64)

What is language and what is it for? What makes a series of sounds into a meaningful sentence? What makes a sentence true? Why is language always changing? This course will introduce students to ways in which twentieth century philosophers have attempted to provide answers to such questions. Since the philosophy of language has been so crucial to contemporary philosophy, this course also serves as an introduction to twentieth century philosophical thought. Topics will range from more technical problems (theories of meaning, reference and truth; synonymy and analyticity; universals and natural kinds; private languages) to broader issues examining the relationship between language and culture (language games; radical interpretation; social change). Readings typically include writings by Ludwig Wittgenstein, W.V. Quine, John Searle, Donald Davidson, Richard Rorty, Michel Foucault, and bell hooks. Prerequisite, Philosophy 31, or permission of instructor. Alternate years; next offered 2003-2004. (4 credits)

68 FEMINIST PHILOSOPHY

A course which explores various positions and topics in feminist philosophy, with particular emphasis on ethics, epistemology, political philosophy, and philosophy of science. Topics include: the nature of feminist philosophy; feminist theories and theorizing; conceptions of the self, moral agency, knowledge, reason and the body, sexuality, liberty, justice, the public/private split, the state, and nature. Prerequisite, Philosophy 19 or 20, and 15 or 31. Not offered 2002-2003. (4 credits)

73 PHILOSOPHY OF LAW (Same as Political Science 73)

An analysis of fundamental legal concepts and the problems of justifying various legal practices. Topics will include criminal responsibility, the justifiability of punishment, the distinction between criminal and civil law, rights, and the relationship between law and morality. Prerequisite, Philosophy 25. Alternate years; next offered fall 2002. (4 credits)

86 SEMINAR: WITTGENSTEIN

A course which examines the philosophy of Ludwig Wittgenstein and several other twentieth century philosophers. The central texts of the course are the *Tractatus Logico-Philosophicus*, *Philosophical*

Investigations, and *On Certainty*. In addition the course will consider the logical atomism of Bertrand Russell and several more recent anti-realist programs such as those of Michael Dummett and Crispin Wright. Prerequisites, Philosophy 20, Philosophy 31, or permission of instructor. Not offered 2002-2003. (4 credits)

88 SEMINAR: TOPICS

A study of some movement, philosopher or problem in the tradition of Western philosophy. Primarily for juniors or seniors doing a core or major in philosophy. Prerequisite, permission of the instructor. Offered on an occasional basis. (4 credits)

89 SENIOR SEMINAR

A capstone experience in philosophy for majors, cores and others with sufficient background. Topics may include: realism vs. anti-realism, relativism and skepticism, the mind-body problem, free will and determinism, and personal identity. The topics will be addressed from various points of view, involving all members of the department in some of the instruction. One aim of the course is for participants to get an overview of their concentration in philosophy by examining the fruitfulness of various ways of doing philosophy. It is also an opportunity for seniors to present for discussion their senior papers, written for this or for some other course. Prerequisite, philosophy major or core and senior status, or permission of instructor. Every fall. (4 credits)

Independent Studies

All independent study courses require the permission of the instructor. The number of independent studies to be applied toward the major or core will be determined in consultation with the department. Every semester.

95 TUTORIAL (4 credits)

96 INDEPENDENT PROJECT (1–4 credits)

97 INTERNSHIP (1–4 credits)

98 PRECEPTORSHIP (4 credits)

Physical Education

Full Time Staff: Irv Cross (Director), Vanessa Seljeskog (Associate Director), Tina Johnson, Tom Cross, Jordan Cushing, Dennis Czech, Curt Kietzer, John Leaney, Morrey Nellis, Mary Orsted, Ron Osterman, Matt Parrington, Bob Pearson, Martin Peper, Steph Schleuder, Julie Young

The department of physical education provides students the opportunity to develop or improve skills in activity classes and/or compete in a wide range of recreational, intramural, club and intercollegiate sports.

The varsity athletic teams are members of the Minnesota Intercollegiate Athletic Conference (MIAC) and the National Collegiate Athletic Association, (NCAA Division III). Varsity sports for men include baseball, basketball, cross country, football, golf, Nordic skiing, soccer, swimming and diving, tennis, and indoor and outdoor track and field. Varsity sports for women include basketball, cross country, golf, Nordic skiing, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, water polo, and volleyball.

Club sports include crew, fencing, ice hockey, rugby, ultimate frisbee, men's volleyball and water polo.

Intramural competition is available in a wide variety of sport activities throughout the school year. Team sports have men's, women's and co-ed schedules. Individual sports have men's and women's singles, doubles tournaments and co-ed doubles tournaments.

Activity Courses

A variety of activity classes are offered. Four semester credits are awarded when a student has completed four different courses, one of which must be Physical Education 101. Grading for all activity courses is on an S-NC basis. A maximum of four semester credits may be earned through these activity classes.

Water Activities

131 Swimming I
230 Scuba Diving
231 Swimming II
233 Swim for Fitness
333 Lifeguard Training

Lifetime Activities

101 Personal Health and Wellness
105 Aerobics I
106 Step Aerobics
113 Conditioning
116 Racquetball I
120 Racquetsports
124 Tennis I
125 Weight Training
126 Golf
141 Cross Country Skiing
143 Ballroom Dance
145 Self Defense
146 Karate I
147 Fencing I
148 Tae Kwon Do
206 Yoga I
224 Tennis II
243 Ballroom Dance II
246 Karate II
247 Fencing II
306 Yoga II

Miscellaneous
196 Independent Study—Students with instructor sponsorship may design their own activity course.
201 Topics—New activity courses that have not yet become a regular offering of the department

Physics and Astronomy

Full Time Faculty: James Doyle (Chair), James Heyman, Sung Kyu Kim , Kim Venn

Part Time Faculty: Raymond Mikkelson

Laboratory Supervisor: Brian Adams

The Department of Physics and Astronomy offers courses that treat experimental, theoretical, philosophical and historical developments in the search to understand our physical universe. Emphasis is placed on developing critical thinking and problem solving skills in this context. In addition to the physics major program (described below), the department's curriculum is also designed to support the needs of two other groups of students:

Non-science majors who want to study the conceptual foundations of physics and astronomy should consider Physics 11, Contemporary Concepts, and Physics 13, Modern Astronomy.

Science majors who seek a physics foundation for advanced science studies should consider the three-term sequence of introductory physics, Physics 26, Principles of Physics I; Physics 27, Principles of Physics II; and Physics 31, Modern Physics. This sequence uses calculus; at a minimum Physics 26 requires concurrent registration in Calculus I. These courses also serve as prerequisites for advanced courses leading to the physics minor, core and major concentrations.

In addition, Physics 21–22 is a two-term sequence in introductory physics, which does not assume a working knowledge of calculus. These courses are regularly offered only in the Macalester Summer Physics Institute directed by Sung Kyu Kim.

General Distribution Requirement

All courses in the physics and astronomy department except some topics courses and those numbered 96, 97 and 98 count toward the general distribution requirement in mathematics and natural science.

Major Concentration

The major concentration in physics provides a rigorous study of many topics in the field of physics that are fundamental for every scientific and technological discipline. The physics major is particularly appropriate for students wishing to pursue graduate study in physics, astronomy, engineering, medicine and related areas, as well as for those seeking positions in technology-oriented business and industry. For example, a double major in physics and computer science would be excellent preparation for graduate study in computer engineering.

The minimum requirements for the physics major are 33 physics credits. These include the nine courses numbered 26, 27, 31, 43, 44, 48 (2 cr), 61, 81, and 89, and at least two additional credits of an advanced laboratory experience (e.g. 53, 55, 88, or 96), and completion of the senior capstone. All physics majors are expected to develop the computer skills necessary to obtain solutions for meaningful problems.

Students intending to pursue graduate study in physics, astronomy, engineering or other closely related disciplines should consult with a department faculty advisor to consider which advanced elective courses would be most appropriate for their career goals. For example, preparation for graduate study in physics should include Physics 34, 42, 68 and mathematics at least through multi-variable calculus, differential equations and linear algebra. Note that many graduate programs require proficiency in either a foreign language or a computer language.

The senior capstone requirement in physics and astronomy may be satisfied by participation *as a senior* in the Physics Seminar (Physics 89), and completion of an approved research experience such as Physics 53, Physics 55, an independent research project, or a senior honors thesis.

Students expecting to complete a major concentration in physics are urged to make early contact with the department for help in evaluating advanced placement options and for assistance in planning course selections. A typical schedule for the first two years for a student without advanced placement follows:

First Year		Sophomore Year	
Fall Term	*Spring Term*	*Fall Term*	*Spring Term*
Physics 26	Physics 27	Physics 31	Physics 42
Mathematics 21	Mathematics 22	Mathematics 37	Physics 34
elective	elective	elective	Mathematics 41
elective	elective	elective	elective

The Oak Ridge Program

This program is jointly sponsored at Oak Ridge National Laboratory by the Associated Colleges of the Midwest and the Great Lakes Colleges Association. It affords students a one-term period of study and research participation at Oak Ridge. The department makes every effort to support applications by qualified students for participation in this program. Sixteen credits in physics are granted to physics majors who complete the program.

Engineering

Macalester does not offer engineering courses. However, students who desire to pursue engineering as a career may earn a graduate degree in an engineering field after graduation from Macalester or they may complete a cooperative 3–2 engineering program at the University of Minnesota or Washington University.

Physics Major with Astronomy Emphasis

This option is designed for students with a strong interest in astronomy and astrophysics who may be contemplating post-graduate work in these areas. Students who choose this option are not eligible for the astronomy core. The physics major with astronomy emphasis includes the following courses required for the physics major: Physics 26, 27, 31, 43, 44, 61, and 89 (one credit). In addition students must take Physics 60 (Astrophysics), Physics 40 (Observational Astronomy) and at least two additional credits from either Physics 88, 96, or 50 when these courses have a primarily astronomy and research emphasis. The courses Physics 40 + Physics 88/96/50 are considered equivalent to the physics major advanced laboratory requirement, and together with Physics 89 satisfy the capstone experience. For students with little or no astronomy background we strongly recommend starting with Physics 13 and Physics 20. Students considering graduate work in astronomy or astrophysics should also consider taking Physics 68 and Physics 81, mathematics through Math 41, and having some computer programming experience (e.g. Computer Science 20 or higher). Those students choosing a major concentration with Astronomy Emphasis will have this noted on their transcripts (e.g. *Physics Major with Astronomy Emphasis*).

Core Concentration

The core concentration offers students a wide breadth of choice in course selection, as might be desired by students preparing to teach physics in secondary schools or planning interdisciplinary work in biophysics, geophysics, chemical physics or similar fields. The requirements for a physics core consist of six courses in the department, including Physics 31, Modern Physics, plus six additional courses normally from the area of the natural sciences and mathematics. Courses outside these areas may be selected with departmental approval. For the core concentration in physics the student should complete mathematics through Calculus II and be able to use a computer to obtain solutions for meaningful problems.

Astronomy Core Concentration

The astronomy core concentration is intended for students with a strong interest in astronomy and astrophysics, but who will not major in physics. For this concentration students are required to take Physics 26, 27, 31, and 60, plus eight semester hours from Physics 13, 20, 40, 50, 96, or 98. The courses Physics 50, 96, or 98 must have an astronomy emphasis in order to apply to the astronomy core. In addition, students need six additional courses normally from the area of natural sciences and mathematics. Geology 29 (Planetary Geology) is particularly recommended for students interested in planetary science. Students who obtain the astronomy core are not eligible for a physics major, physics core or a physics minor. Students who plan to pursue post-graduate work in astronomy or astrophysics are strongly urged to pursue the Physics Major with Astronomy Emphasis described above.

Minor Concentration

The minor in physics consists of Physics 26, 27, 31 and two electives in physics numbered above 31.

Honors Program

The Physics and Astronomy department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Physics and Astronomy department are available from either the department office or the Dean of Academic Programs.

COURSES

11 CONTEMPORARY CONCEPTS

This course is specifically designed for the liberal arts student who desires an essentially non-mathematical, yet wholly faithful, acquaintance with the fundamental concepts of contemporary physics. Topics include special relativity, curved space-time and black holes, the Big Bang universe, light, quantum theory, and elementary particles. These are presented so as to demonstrate the power of “pure thought” and scientific creativity at its best. The underlying assumption of the course is that physics approached as a way of thinking can be vitally relevant and challenging to students of all intellectual persuasions. Three lectures per week in fall and spring. No prerequisites. Every semester. (4 credits)

12 COSMOS: PERSPECTIVES AND REFLECTIONS

This course seeks to acquaint students with recent advances in cosmology, particle physics, nuclear fusion, semiconductors, and genomics. Most of these topics will be presented by experts from major universities and national laboratories. No prerequisites. Every year. (2 credits)

13 MODERN ASTRONOMY

This course discusses topics of current interest in astronomy and the physical concepts that lead to our understanding of the Universe. There are three main sections: the Solar System, Celestial Light and Stars, and Galaxies and the Universe. Lectures include the formation of the Sun and planets, properties of stars and stellar remnants (like black holes and supernovae), characteristics of our Milky Way and other galaxies, and the formation and fate of the Universe. Basic algebra and trigonometry are recommended. No prerequisites. Every year. (4 credits)

20 ASTRONOMICAL TECHNIQUES

This laboratory course provides active exercises in astronomical measurement techniques, including telescope and other observations of the night sky (as weather permits). The course is ideal for students who desire hands-on observing experience to complement Physics 13, Modern Astronomy, or as a background for advanced observing projects. Prerequisites: concurrent or previous registration in Physics 13 or Physics 26. Every year. (2 credits)

21 INTRODUCTORY PHYSICS I

Mechanics, heat and sound, including laboratory experiments and extensive demonstrations. Daily lectures and help sessions, three two-hour laboratories per week. Students cannot receive credit for both Physics 21 and Physics 26. Summer Physics Institute only (June 9–July 3, 2003). (4 credits)

22 INTRODUCTORY PHYSICS II

Electricity and magnetism, light and optics, modern physics, including laboratory experiments and extensive demonstrations. Daily lectures and help sessions, three two-hour laboratories per week. Students cannot receive credit for both Physics 22 and Physics 27. Summer Physics Institute only (July 7–August 1, 2003). (4 credits)

26 PRINCIPLES OF PHYSICS I

A study of motion, including Newton's Law of Motion, conservation of energy and momentum, rotational kinematics and dynamics, oscillations, waves in elastic media and thermal properties of matter. Minimum prerequisite: concurrent or previous registration in Calculus I. Three lectures and one two-hour laboratory per week. Students cannot receive credit for both Physics 21 and Physics 26. Every semester. (4 credits)

27 PRINCIPLES OF PHYSICS II

A study of electric charge and currents, electric and magnetic fields, electromagnetic waves, and geometrical and physical optics. Minimum prerequisites: Physics 26 and concurrent or previous registration in Calculus II. Three lectures and one two-hour laboratory per week. Students cannot receive credit for both Physics 22 and Physics 27. Every semester. (4 credits)

31 MODERN PHYSICS

This course provides an introductory treatment of the exciting foundations of modern microscopic physics, including special relativity, quantum theory, atomic structure, nuclear structure and elementary particles. The primary goal of the course is to build the solid theoretical foundation in microscopic physics necessary for advanced studies in nearly all science disciplines. In addition to the theoretical treatment of the topics there will be laboratory exercises, which recreate the spirit and excitement of the pioneering experiments. Minimum prerequisites: Physics 27. Three lectures, one three-hour laboratory per week. Fall semester. (4 credits)

34 OPTICS

Principles of optics and wave phenomena, including the fundamental properties of light, geometrical optics, polarization, interference and diffraction. Laboratory includes basic optical experiments and an independent project. Recent independent projects have included: holography, fiber-optics communications, microwave optics and telescope building. Prerequisites: Physics 27 or consent of

instructor. Three lectures and one three-hour laboratory per week. Offered alternate years; next offered spring 2004. (4 credits)

38 DIGITAL ELECTRONICS (Same as Computer Science 54)

This course is a survey of fundamental ideas and methods used in the design and construction of digital electronic circuits such as computers. Emphasis will be on applying the theoretical aspects of digital design to the actual construction of circuits in the laboratory. Topics to be covered include basic circuit theory, transistor physics, logic families (TTL, CMOS), Boolean logic principles, combinatorial design techniques, sequential logic techniques, memory circuits and timing, and applications to microprocessor and computer design. Prerequisite: Calculus II and permission of instructor. Three lectures and one three-hour laboratory per week. Alternate spring semesters; next offered spring 2003. (4 credits)

40 OBSERVATIONAL ASTRONOMY

This is an advanced course in the modern observational techniques used by astronomers. Computational image-processing techniques are used to study stars, nebulae, and galaxies. Topics include exercises and an individual research project using the Macalester Observatory facilities. Prerequisites: Physics 20 or Physics 31. One three-hour class/week. Normally offered alternate years; next offered 2003-2004. (2 credits)

42 ANALOG ELECTRONICS

This course is an introduction to the fundamentals of electric circuits, diodes, transistors and integrated circuits and their use in analog circuits such as power supplies, amplifiers, analog filters, oscillators and feedback control circuits. Students will also be introduced to Fourier methods of signal processing and to the PSpice circuit simulation software. Applications of these techniques to signal conditioning and analog/digital conversion, including basic parallel-port microcomputer interfacing will be included. Prerequisite: Physics 27. Three lectures and one three-hour laboratory per week. Alternate years; next offered spring 2004. (4 credits)

43 ELECTROMAGNETIC THEORY I: VACUUM

This course treats the interactions between electrical charges in free space by developing the concepts of potential, electric and magnetic fields, and electromagnetic induction. Maxwell's equations are developed and used to derive the properties of plane electromagnetic waves in free space. Special emphasis is placed on boundary value problems and other useful mathematical techniques. Prerequisites: Physics 27 and Math 37, Multi-variable calculus. Three lectures per week. Fall semester. (4 credits)

44 ELECTROMAGNETIC THEORY II: MATERIAL MEDIA

This course extends the treatment of Physics 43 to the electromagnetic properties of matter, especially the solid state, and the properties of electromagnetic waves and radiation. The treatment of electromagnetism within the special theory of relativity is also covered. Prerequisite: Physics 43. Three lectures per week. Spring semester. (4 credits)

48 LABORATORY INSTRUMENTATION.

This course is an introduction to laboratory methods that are useful in experimental physics and other laboratory-based disciplines, with an emphasis on computer interfacing techniques. Topics will include basic analog electronics, fundamental instrumentation such as digital oscilloscopes and lock-in detection, and computer interfacing using LabView. Student will design and construct several significant computer interfacing projects throughout the semester. Since this course provides the foundation for advanced experimental work and research, students should take this course in their sophomore or junior year. Prerequisite: Physics 27. Fall semester. (2 credits)

50 TOPICS

These temporary courses are offered by instructors at their own initiative or in response to student requests. The following are examples of recent offerings: Cosmology, Solid State Physics, Black Hole Physics, Chemical Physics, Solving Physics Problems with *Mathematica* and a Current Issues in Physics Seminar. (2–4 credits)

53 RESEARCH IN SEMICONDUCTOR DEVICE PHYSICS

This is an advanced laboratory course in the science and technology of semiconductors and semiconductor devices. The focus is on practical laboratory experience with collateral readings and problems to cover the relevant theory. Topics include deposition and fabrication methods, electro-optical characterization of semiconductors, and characterization of fundamental device structures. In the second half of the course students design and pursue a major independent project. This course satisfies the second half of the Physics Major advanced laboratory requirement. Prerequisite: Physics 31 or Chemistry 56, and Physics 48. Normally offered alternate years; next offered spring 2003. (2 credits)

55 RESEARCH IN SPECTROSCOPY

This advanced laboratory course covers experimental techniques in visible, infrared, and magnetic-resonance spectroscopy. Students will design, build and carry out advanced experiments to probe the physics of atoms, molecules, and solids. In the second half of the course students design and pursue a major independent project. This course satisfies the second half of the Physics Major advanced laboratory requirement. Prerequisite: Physics 31 or Chemistry 56, and Physics 48. Normally offered alternate years; next offered spring 2004. (2 credits)

60 ASTROPHYSICS

This course covers advanced topics in astrophysics. It includes spectroscopy of stars, the interaction of light and matter in stellar atmospheres and interstellar medium, nucleosynthesis and the interior of stars, the structure of the Milky Way galaxy and the evidence for dark matter, properties and the formation of different types of galaxies, large-scale structure of the Universe, and observational tests of cosmology. Prerequisites: Physics 13 and Physics 31, or consent of the instructor. Three hours/week. Alternate years. (4 credits)

61 MECHANICS

The fundamental principles of classical mechanics are discussed and applied to problems of contemporary interest. Topics include: charged particle motion in electromagnetic fields, oscillations and resonance, central force motion including the Kepler problem and Rutherford scattering, Lagrangian and Hamiltonian formulations of classical dynamics, symmetry and conservation laws, non-inertial reference frames, rigid body dynamics and applications, and an introduction to non-linear dynamics. Prerequisites: Physics 27 and mathematics through differential equations. Three lectures and problem discussions per week. Spring semester. (4 credits)

68 THERMAL PROPERTIES OF MATTER

This course explores the equilibrium and kinetic properties of many-particle systems such as gases, liquids, and solids. The fundamental notions of entropy, temperature, and the Boltzmann relation are rigorously derived from statistical mechanics, and are used to develop other thermodynamic ideas such as chemical potential and free energy. The theory is applied to classical and quantum systems, including photon gases (black-body radiation), Bose-Einstein condensation, fermion systems such as metals and neutron stars, classical ideal gases, vibrations in solids (phonons), chemical reactions, semiconductors, and transport phenomena. Prerequisites: Physics 31 and Mathematics 37. Three lectures per week. Alternate years; next offered fall semester 2003. (4 credits)

81 QUANTUM MECHANICS

The course rigorously covers many fundamental concepts of non-relativistic quantum mechanics, including the Heisenberg uncertainty principle and Pauli exclusion principle, single- and multi-particle stationary states in one, two and three dimensions, and quantized angular momentum and spin. Schrodinger equation solutions for atomic and nuclear systems are studied, using differential equation, matrix and perturbation techniques. Prerequisites: Physics 31 and mathematics through differential equations. A familiarity with linear algebra is also helpful. Three lectures a week. Fall semester. (4 credits)

88 SENIOR RESEARCH

Students in either the major concentration or core concentration in physics select a subject for independent investigation and preparation of a senior thesis. Independent reading and experimentation by arrangement. Prerequisites: senior standing and departmental approval of the project prior to registration. Every year. (4 credits)

89 PHYSICS SEMINAR

This seminar discusses current topics in physics, astronomy and related fields. It satisfies part of the senior capstone requirement for the physics major. Readings will be assigned as preparation for each seminar meeting. Each student will make a presentation and lead the discussion for at least one seminar session. Faculty and visitors may also make presentations and lead discussions. S/D/NC grading. One hour/week. Spring semester. (1 credit)

96 INDEPENDENT PROJECT

Independent reading and experimentation by arrangement. Prerequisite: a faculty sponsor and the department chair must approve a written proposal prior to registration. Every semester. (4 credits)

97 INTERNSHIP

Physics and astronomy internship credit is available to junior and senior students with declared majors in physics. Special arrangements must be made well in advance of the normal registration period. Departmental approval and supervision is required. Every semester. (4 credits)

98 PRECEPTORSHIP

Every semester. (4 credits)

Political Science

Full Time Faculty: Franklin Adler, David Blaney, Julie Dolan, Harry Hirsch (Chair), Andrew Latham

Part Time Faculty: Charles Green, Duchess Harris (African American Studies), Alison Kadlec, George Latimer (Urban Studies), Ahmed Samatar (International Studies), Wendy Weber

Political science emphasizes making connections between the theory and practice of politics. Concerns range from perennial philosophical issues regarding justice, equality, and freedom to practical political matters such as conflict resolution, collective decision-making, and public policy. Numerous situations and opportunities are provided to consider how theoretical understandings of politics can inform political action and how participation in politics offers the basis for understanding it. In addition to course work in classroom settings, there are opportunities for field work, independent study, internships, and study away. A variety of courses are offered, distributed across four subfields: U.S. politics, international politics, political theory and comparative politics.

General Distribution Requirement

All courses in the political science department count toward the general distribution requirement in social science except for some courses numbered 50 (Political Science 50: Regional Security, Dynamics of Conflict in South Asia, *has* been approved as social science), 62 (counts toward humanities distribution), 97 and 98 (consult department chair).

Diversity Requirement

The courses in the political science department which satisfy the domestic diversity requirement are numbered 39, 42, and 61. The courses which satisfy the international diversity requirement are numbered 62, 63 and 64.

Major Concentration

The normal requirements for a major concentration consist of nine courses:

(a) Political Science 24 and one other Foundations course (Political Science 20, 21 or 26).

(b) a research methods course (Political Science 30 or Sociology 30);

(c) at least four intermediate courses;

(d) one advanced course or seminar;

(e) one capstone experience.

The senior capstone requirement in political science may be satisfied by the following: Successful completion of a Political Science 88 Senior Research Seminar; an independent project approved by department faculty and chair; an additional advanced course.

The department strongly recommends completion of an internship, study of a foreign language, and use of study away opportunities. Political science majors should plan their programs of study in close consultation with their department advisors.

Minor Concentration

A minor concentration is five courses normally including two Political Science Foundation courses and one advanced course or seminar is strongly recommended. Consult department advisors and chair.

Honors Program

The Political Science Department participates in the Honors Program Eligibility requirements. Application procedures and specific project expectations for the Political Science Department are available either from the department office or the Dean of Academic Programs.

Interdepartmental Programs

Interdepartmental Studies: Political Science Department actively cooperates with a number of Interdepartmental Programs including: International Studies, Legal Studies, Environmental Studies, Women's and Gender Studies, Comparative North American Studies, and Urban Studies. Consult both department and program advisors.

COURSES

Foundation courses

20 FOUNDATIONS OF U.S. POLITICS

An analysis of the major ideas, actors, institutions and processes that shape the formulation and execution of public policy in the United States. Every semester. (4 credits)

21 FOUNDATIONS OF COMPARATIVE POLITICS

A survey of theories and methods employed in comparative political analysis. Every year. (4 credits)

24 FOUNDATIONS OF POLITICAL THEORY (Same as Philosophy 24)

An examination of the evolution of fundamental western political ideas from the Greeks to the present. Every semester. (4 credits)

26 FOUNDATIONS OF INTERNATIONAL POLITICS

Analysis of the international/global environment, major problems and the theories and models of international relations. Every semester. (4 credits)

Intermediate courses:

30 EMPIRICAL RESEARCH METHODS

Strategies and tactics of design, observation, description and measurement in contemporary political research. Required (or Soc 30) for the major. Prerequisites, at least one Political Science Foundations course and Mathematics 14 or equivalent introductory statistics. Every year. (4 credits)

(Courses listed 31–39 . Can be applied to the major and require Political Science 20 or 24 as a prerequisite.)

35 AMERICAN POLITICAL THOUGHT

A study of selected writings and topics in political thought of the United States. Political Science 20 recommended. Alternate years; next offered spring 2003. (4 credits)

37 CONTEMPORARY POLITICAL THOUGHT

Transition in the nature of domination from manifest coercion to cultural hegemony. The course will focus on Critical Theory, principally Marcuse and Habermas, but will also consider Marx, Weber, Freud, Gramsci, Lukacs and Foucault. Every year. (4 credits)

38 FEMINIST POLITICAL THEORY

Analysis of contemporary feminist theories regarding gender identity, biological and socio-cultural influences on subjectivity and knowledge, and relations between the personal and the political. Normally offered every year. (4 credits)

39 GAY AND LESBIAN POLITICS

An examination of religious, psychological, and social constructs of homosexuality, and the embodiment of these constructs in American political discourse and the law, as well as the historical development of American communities based on sexual status. Alternate years; next offered 2004–2005 (4 credits)

(Courses numbered in the 40s can be applied to the required major and assume at least one of the Foundation course as a prerequisite.)

40 COMPARATIVE EUROPEAN POLITICS

A comparative exploration of European politics since the French revolution, focusing on questions of modernization. The genesis of democratic and authoritarian politics is related to divergent developmental paths. Alternate years; next offered 2003–2004. (4 credits)

41 POLITICAL PARTICIPATION

Analysis of institutions and procedures such as parties and elections, and also informal activities such as social movements, interest groups, and community action. Alternate years; next offered 2002–2003. (4 credits)

42 RACE, ETHNICITY, AND POLITICS

Analysis of racial and ethnic factors and their implications for political processes and public policy. Normally offered every year. (4 credits)

43 FASCISM

A comparative exploration of fascism in Italy and Germany focusing on problems of modernization and interpretation. Alternate years; next offered 2003–2004. (4 credits)

44 THE HOLOCAUST: REPRESENTATION AND INTERPRETATIONS

Using a plurality of approaches and sources, this course aims at a fundamental understanding of the Holocaust. It examines a variety of situations (Germany, Poland, France), a variety of actors

(perpetrators, by standers, helpers, resisters, victims), and a variety of perspectives (intentionalists, functionalist, relativists). Not offered 2002–2003. (4 credits)

46 URBAN POLITICS

American urban politics, emphasizing urban policy problems, planning and decision-making. Political Science 20 recommended. Not offered 2002–2003. (4 credits)

47 POLICY ISSUES

Analysis of selected policy concepts, problems and processes. Special emphases will be announced each time the course is scheduled and may include such broad topics as human rights, social policy, environmental policy, educational policy, budget policy, labor policy, and health policy. Political Science 20 and 30 are recommended. Normally offered every year. (4 credits)

49 SCIENCE, TECHNOLOGY, AND POLITICS

Analysis of relationships between science, technology, and politics. Includes such topics as environment, health/medicine, technology transfers, and research and development policies. Prerequisite, consent of instructor. Alternate years; next offered 2002–2003. (4 credits)

50 TOPICS

Selected issues and special topics. (4 credits)

(Courses listed 51–59 can be applied to the major and one of the Foundation courses as a prerequisite.)

56 U.S. CONSTITUTIONAL LAW AND THOUGHT

Analysis of Supreme Court policies with regard to the allocation of national governmental powers and federalism, using case-based study, policy analysis, and legal theory. Political Science 20 and 35 recommended. Normally offered every year. (4 credits)

57 U.S. CIVIL RIGHTS AND CIVIL LIBERTIES

Analysis of Supreme Court policies on individual rights and liberties and their legal implications, using case-based study, policy analysis and legal theory. Political Science 20 and 35 recommended. Normally offered every year. (4 credits)

58 WOMEN AND AMERICAN POLITICS

This course examines the evolutionary role of women in politics - as voters, citizens, candidates, and leaders - from the Seneca Falls Convention in 1848 to the present. Drawing from a variety of theoretical perspectives, we examine women's historical and contemporary roles in US politics, investigate and debate a variety of public policy issues of particular concern to women, and explore the intersection of race and gender in US politics. Alternate years. (4 credits)

59 RE-ENVISIONING EDUCATION AND DEMOCRACY (Same as Education 59)

Explorations of theory and practice of education and democracy through collaborative research and development, service learning, and the design of innovative, principled, educationally and politically feasible solutions to significant educational policy problems. Alternate spring semesters; next offered 2003–2004. (4 credits)

(Courses listed in the 60s can be applied to the major and one of the Foundation courses as a prerequisite)

61 GENDER, SEXUALITY, AND THE LAW

An examination of the doctrinal, historical, and theoretical issues surrounding the ways in which the law treats sexuality and gender. Topics include discrimination on the basis of gender and sexual orientation, the right to sexual privacy, identity speech, various subjects in family law, sexual consent, and AIDS. Not offered 2002–2003. (4 credits)

62 POSTCOLONIAL THEORY (Same as International Studies 62 and Humanities and Cultural Studies 46)

Traces the development of theoretical accounts of culture, politics and identity in Africa, South Asia, the Caribbean and related lands since the 1947–1991 decolonizations. Readings include Fanon, Said, Walcott, Ngugi and many others, and extend to gender, literature, the U.S., and the post-Soviet sphere.

The course bridges cultural, representational, and political theory. Prior internationalist and/or theoretical course work strongly recommended. Alternate years; next 2002–2003. (4 credits)

63 DEVELOPMENT POLITICS

Analysis of theories, patterns, and policies of development in the Third World with emphasis on North-South political-economic and cultural relationships. Political Science 21 recommended. Every year. (4 credits)

64 POLITICAL ANTHROPOLOGY (Same as Anthropology 64)

Analysis of political structures and activities in diverse world societies. Emphases on pre-literate cultures, but societies examined range from hunting and gathering bands to agricultural tribes in industrial states. Alternate years; next offered 2002–2003. (4 credits)

65 FOREIGN POLICY

Analysis of influence patterns in foreign policy-making and issues on the foreign policy agenda past and present. Prerequisite, Political Science 26 recommended. Normally offered every year. (4 credits)

66 NATIONALISM AND THE MODERN WORLD (Same as Anthropology 66)

Nationalism is a culturally-based political phenomenon that has, in recent years, taken on a renewed lease of life. Course will focus on a theoretical understanding of nationalism, drawing on the perspectives of anthropology, history and political science, which students will use to develop seminar papers. Cases to be considered include Zionism/Israeli nationalism, the disintegration of Yugoslavia, the rise of militant Hindu nationalism in India and the vicissitudes of the nationalist project on the African Continent. Students will be expected to present preliminary drafts of their own papers on various aspects of nationalism at the end of the seminar. This seminar is not open to first year students. Alternate years. (4 credits)

67 CRIME AND CRIMINAL LAW

A consideration of the legal and constitutional treatment of crime. Topics include searches and seizures, police behavior, the provision of legal services, and the death penalty. Not offered 2002–2003. (4 credits)

68 GLOBAL POLITICAL ECONOMY

Traces the evolution of (global) political economy as a peculiarly modern way of understanding and organizing (global) social life. Particular attention will be paid to how the distinction between the political and the economic is drawn and implemented in interconnected ways within nation-states and in international society. Course includes a detailed study of one of the key components of the international political economy: international trade, international finance, technological processes, etc. Political Science 26 recommended. Every year. (4 credits).

69 GLOBAL GOVERNANCE: TRENDS AND TRANSFORMATIONS

This course is about the ideas, institutions, processes and structures through which global politics are organized. The course has three broad goals. First, it is designed to provide an introductory overview of the basic structures and dynamics of global governance. Second, the course is intended to examine issues related to power and justice in the global political economy. Finally, the course will focus on the impact of "globalization" on the nature of world politics. Every year (4 credits)

Advanced Courses

(Courses listed 70–89 are advanced courses and seminars, two of which are normally needed for completion of the major).

Open to juniors and seniors. Subject to completed prerequisites or consent of instructor.

70 INTERNATIONAL SECURITY IN THE AGE OF GLOBALIZATION

This is an upper-level course designed to introduce students to global or world security studies as an academic field. It begins with a discussion of the various theoretical approaches to the study of international security (including *traditional*, *critical* and *subaltern* approaches). It then proceeds to explore a number of issues that are currently of interest to specialists in the field. While not an exhaustive survey, this course provides a solid introduction to the contemporary study of international security. Every year. (4 credits)

73 PHILOSOPHY OF LAW (Same as Philosophy 73)

An analysis of fundamental legal concepts and problems of justifying various legal practices. Topics will include criminal responsibility, the justifiability of punishment, the distinction between criminal and civil law, rights, and the relationship between law and morality. Prerequisite, Philosophy 25. Alternate years; next offered fall 2003. (4 credits)

74 ORGANIZATIONAL CHANGE

Advanced theoretical and applied research on organizational change at all levels of governmental and non-governmental organizations. Political Science 30 or Sociology 41 recommended. Alternate years; next offered spring 2003. (4 credits)

75 ADVANCE INTERNATIONAL THEORY

This advanced-level course is designed to introduce students to the study of international relations theory as an academic discipline. It is intended to prepare students for graduate work in the field, but should be appropriate for those merely seeking to satisfy an interest in international relations theory. This course is designed primarily for advanced Political Science majors and non-majors in cognate fields who have significant experience in the discipline. It is expected that students will have taken Foundations of International Politics (26), a methods course, and at lease one intermediate-level International Relations course prior to beginning this course. Not offered 2002–2003. (4 credits)

77 CONTEMPORARY LEGAL PROBLEMS

Advanced research in legal processes and problems. Prerequisite, either Political Science 56 or 57. Alternate years. (4 credits)

88 RESEARCH SEMINAR

Topics in advanced political research. Done in small groups with intensive faculty supervision. Prerequisite, consent of instructor. Every semester. (4 credits)

95 TUTORIAL

Every semester. (4 credits)

96 INDEPENDENT PROJECT

Every semester. (4 credits)

97 INTERNSHIP

Every semester. (limit of 2 toward major) (4 credits)

98 PRECEPTORSHIP

Every semester. (4 credits)

Psychology

Full Time Faculty: Ken Abrams, Kendrick Brown, Lynda LaBounty (Chair), Brooke Lea, Joan Ostrove, Jack Rossmann, Jaine Strauss, Eric Wiertelak

Part Time Faculty: Roxane Gudeman, Jennifer Wenner

The psychology department seeks to foster a scientific approach to the study of behavior and experience. The department offers a broad curriculum to serve both those students who will later do graduate work in psychology or related fields and those who intend to terminate their formal education with the bachelor's degree. Students who plan to continue their study are prepared for graduate degree programs leading to college teaching and research or to professional applications in such fields as personnel/human resources, industrial/organizational psychology, counseling, school psychology, experimental psychology, behavioral neuroscience, social work, and clinical

psychology. Whether or not students intend to continue their formal education in psychology, they encounter a broad course of study in which emphasis is placed upon the application of scientific method to the complex problems of behavior.

The psychology curriculum is designed to provide access to a broad array of psychological information for students with general interests in the field and also to provide for majors an intensive common experience with the methods of investigation and conceptual analysis as well as the areas of application that are most characteristic of contemporary psychology. Laboratory activity, observation in non-laboratory environments, internships and independent projects are included in the curriculum, and students are encouraged to use these opportunities wherever possible in their educational program.

General Distribution Requirement

All courses in the psychology department count toward the general distribution requirement in social science except those that are largely biological, (26, 42, 43), or topical (50, 88, 95–98). Psychology 26, 42 and 43 count toward the mathematics and natural science requirement.

Diversity Requirement

The courses in psychology which satisfy the domestic diversity requirement are 38, Psychology of Pluralism and 76, Understanding and Confronting Racism.

Major Concentration

The major in psychology consists of eleven courses. The distribution of courses presented for a major should conform to the following pattern:

*10 Introduction to Psychology

Note: Students can earn credit for Psychology 10 by scoring a 4 or 5 on the Advanced Placement Exam in Psychology.

* Math 14 or Math 27

* 49 Experimentation and Statistics

* Four other courses at the intermediate level, at least one of which must be from Group A, at least one of which must be from Group B, and at least one of which must be from Group C.

Group A
31—Sensation and Perception
36—Principles of Learning and Behavior
37—Cognitive Psychology
42—Cellular and Molecular Neuroscience (Same as Biology 62)
43—Behavioral Neuroscience

Group B
24—Distress, Dysfunction, and Disorder: Perspectives on the DSM
28—Developmental Psychology
30—Personality
32—Behavior Modification
39—Social Psychology

Group C
23—Industrial-Organizational Psychology
25—Aging and Adult Development
27—Community Psychology
34—Psychology of Gender
35—History & Systems of Psychology
38—Psychology of Pluralism

Other intermediate level courses include:
22—Drugs and Society
26—Brain, Mind & Behavior (same as Neuroscience Studies 26)

* 59 Directed Research in Psychology;

* Three courses at the advanced level (courses numbered in the 60's, 70's, 80's or 90's) at least one of which must be a senior seminar, and at least one of which must be an advanced course.

No more than one 90's course can count towards the major. The senior capstone requirement in psychology may be satisfied by any Senior Seminar (88).

Minor Concentration

Students minoring in psychology must complete the introductory course Psychology 10, Math 14 or Math 27 or Psychology 49, and four additional courses beyond the introductory level, selected in consultation with a member of the department. At least one of these courses must be an advanced course (numbered in the 70's or 80's). Topics courses and courses numbered in the 90's may not be included in the minor except with departmental permission.

Honors Program

The psychology department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the psychology department are available from either the department office or the Dean of Academic Programs.

Further Preparation

Students concentrating in psychology, particularly those considering graduate work in psychology or related fields, are urged to take courses in the social sciences, biology, computer science, linguistics, mathematics, and philosophy. Individual programs to meet special needs or interests may be discussed with members of the department.

COURSES

Introductory Course

10 INTRODUCTION TO PSYCHOLOGY

An introduction to psychological perspectives on problems and processes of behavior and experience, surveying such topics as motivation, learning, intelligence, perception, emotion, thought, social processes and language. Recommended for students with no previous exposure to academic psychology who seek a general overview of the field. Lecture and laboratory components. Every semester. (4 credits)

Intermediate Courses

The introductory course, Psychology 10, is required for admission to all intermediate courses unless otherwise specified. Other prerequisites may be listed.

22 DRUGS AND SOCIETY

Topics covered include: social and legal history of drug use and abuse in America including ethnicity and chemical use, pharmacology of mood altering chemicals, chemical dependence and treatment, and drugs used in treating mental illness. Classes will consist of a mixture of lecture, film, discussion, role plays, etc. Prerequisite: Psychology 10. Spring semester. (4 credits)

23 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

This course will examine issues in personnel psychology (personnel decisions, training, and performance appraisal); organizational psychology (job satisfaction, work motivation, leadership, and communication); and the work environment (organizational development and work conditions). Prerequisite: Psychology 10. Fall semester. (4 credits)

24 DISTRESS, DYSFUNCTION, AND DISORDER: PERSPECTIVES ON THE DSM

This course will examine the phenomenology, etiology, and treatment of the major forms of psychological disorders, including schizophrenia, mood disorders, anxiety disorders, and personality disorders. We will critically evaluate theories and research derived from biological, genetic, psychological, interpersonal, and social-cultural perspectives. Prerequisite: Psychology 10. Spring semester. (4 credits)

25 AGING AND ADULT DEVELOPMENT

An overview of theory and research related to human development beyond adolescence. The course will focus on the biological, cognitive, and social processes that influence human behavior later in life. Prerequisite: Psychology 10. Spring semester. (4 credits)

26 BRAIN, MIND, AND BEHAVIOR (Same as Neuroscience Studies 26)

A multidisciplinary investigation of behavior and the nervous system. Particular emphasis is placed on human processes of perception, cognition, learning, memory, and language. This course also serves as the introductory course in the Neuroscience Studies Program. Prerequisite: Psychology 10 or permission of instructor. Fall semester. (4 credits)

27 COMMUNITY PSYCHOLOGY

This course focuses on the theory and practice of community psychology: the promotion of well-being within a social context. Topics include empowerment models, primary and secondary prevention, ecological and systems analysis, coping and social support, and community organizing. We will pay particular attention to the problems and potentials associated with the psychological interventions within educational , criminal justice, and traditional mental health systems. In addition to typical seminar activities, students will participate in a service learning experience for a minimum of 2 hours each week to gain direct understanding of the course concepts. Prerequisites: Psychology 10 and permission of the instructor. Spring semester. (4 credits)

28 DEVELOPMENTAL PSYCHOLOGY

Psychology from the perspective of the causes and correlates of human development. Cognitive, social, emotional and behavioral development are examined from biological, functional, social and diverse cultural perspectives. The process of discovery in developmental psychology is explored as the uses of experimental, observational and case analysis techniques are reviewed. Prerequisite: Psychology 10 or Education 38 or permission of the instructor. Spring semester. (4 credits)

30 PERSONALITY

This course will survey the major theoretical and empirical approaches to understanding human personality. Specific topics to be covered include psychoanalytic, humanistic, existential, and biological personality theories; motivation and cognition; traits; identity and the self; the cultural and social context of personality. Research and assessment strategies for understanding personality will be explored and critically evaluated. Prerequisite: Psychology 10. Fall semester. (4 credits)

31 SENSATION AND PERCEPTION

An examination of the processes of sensation and perception. While the course features a strong emphasis on neurophysiology of sensation, classical approaches to the study of perception will also figure prominently. Particular emphasis will be placed on vision and somastosensation, including pain processes. Lecture and weekly 3 1/2 hour laboratory. Prerequisites: Psychology 10 or Psychology 26 and permission of the instructor. Next offered 2003–2004. (5 credits)

32 BEHAVIOR MODIFICATION

An overview of the major principles, methods and uses of behavior modification and behavior therapy. Treatment approaches to specific clinical problems and applied areas (e.g. social anxiety, antisocial behavior, pain management, sexual dysfunction and alcoholism) will be covered. In addition, an experience in self-behavior analysis and self-control technology is included in the course. Prerequisite: Psychology 10 and Psychology 24 or permission of instructor. Fall semester. (4 credits)

34 THE PSYCHOLOGY OF GENDER

An examination and critique of psychological theories, methods and research about gender. Social, situational, individual and biological explanations of gender similarities and differences and their development during the life cycle will be explored. Class members will compare alternative—often contradictory—explanations of the selected phenomena. Case examples will come from the areas of social development, social relationships, moral reasoning, sexual orientation, cognition, identity formation, language and personality. A subtheme will be the embeddedness of psychological theories and research about gender in history, culture and society. Prerequisite: Psychology 10 or permission of the instructor. Next offered 2003–2004. (4 credits)

35 HISTORY AND SYSTEMS OF PSYCHOLOGY (Same as Philosophy 35)

This course explores major developments and ideas in psychology such as: the history of ideas about "the mind;" the effects of theorists' life experiences on their ideas; key historical and social events that shaped the field; when and how psychology became a science; and how ideas about what is "normal" shape and are shaped by psychology. Prerequisite: Psychology 10. Next offered 2003–2004. (4 credits)

36 PRINCIPLES OF LEARNING AND BEHAVIOR

This course provides an in-depth introduction to the principles and methods used in the study of how behavior changes as a function of experience. The emphasis will be on classical and operant conditioning principles and procedures, which have become the standard research technologies used in biomedical, psychopharmacological, and other animal laboratory research areas. The laboratory component is designed to give students experience with behavioral technology and data collection and analysis. Prerequisite: Psychology 10. Fall semester. (5 credits)

37 COGNITIVE PSYCHOLOGY

A survey of the experimental analysis of the mind. Topics include attention, memory and forgetting, problem solving, creativity, reasoning, and language. Special emphasis is given to the study of discourse comprehension and reading. Prerequisite: Psychology 10. Fall semester. (4 credits)

38 THE PSYCHOLOGY OF PLURALISM: IDENTITY IN A MULTICULTURAL SOCIETY

This course examines the psychological effects of social diversity on our lives as individuals and as group members. Topics include: 1) gender, ethnicity, social class and other group memberships; 2) the perception of others; 3) social identity formation and change in relation to self; 4) in group/out-group relations in relation to identity; and 5) social change to reduce intergroup tensions. Finally, the class will consider how psychology as a discipline might change to become more relevant and sensitive to questions of diversity. Prerequisite: Psychology 10. Next offered 2003–2004. (4 credits)

39 SOCIAL PSYCHOLOGY

This course will survey the ways in which social phenomena influence the thoughts, feelings, and behavior of individuals. The major theories, experiments, and issues associated with social psychology

will be examined. Sample topics include love, aggression, conformity, attitudes, prejudice, persuasion, obedience, and attribution. Prerequisite: Psychology 10. Fall semester. (4 credits)

42 CELLULAR AND MOLECULAR NEUROSCIENCE (Same as Biology 62)

An introduction to the nervous system. While particular emphasis is placed on the molecular and cellular components of the nervous system, these components are the foundation for the analysis of various sensory systems. Discussion topics include neurotransmitters and neuromodulators, the physiology and molecular biology of receptors, and the synapse. The laboratory will be used to introduce major research techniques in neurobiology. These techniques will be used in independently designed research projects, which will be performed during the last third of the semester. Prerequisites: Biology 22 (Genetics), 23 (Cell Biology), and 24 (Physiology) or permission of instructor. Three lecture hours and one four-hour laboratory per week. Every fall. (5 credits)

43 BEHAVIORAL NEUROSCIENCE (Same as Neuroscience Studies 63)

An examination of the role of the nervous system in the control of behavior. While the course features a systems approach to the investigation of sensory and perceptual mechanisms, molecular and cellular components of the nervous system will also be discussed in the context of course topics. Particular emphasis is given to the nature of learning and memory processes, motivation, emotion, homeostasis, cognition, and human neuropsychology. The laboratory will be used for a variety of instructor-demonstrative and student participatory research and laboratory activities in behavioral neuroscience. Prerequisites: Psychology 10 and Psychology 26 or Biology 12 or Biology 24 (Physiology). Spring semester. (5 credits)

49 EXPERIMENTATION AND STATISTICS

This course is an introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illustrate basic design and methods of analysis. Prerequisite: Psychology 10, an intermediate course, and sophomore standing, Math 14 or Math 27; or permission of instructor. Every semester. (4 credits)

Topics Courses

Unless otherwise indicated, or unless departmental permission is granted to the student, topics courses do not count toward a major in psychology.

50 TOPICS

Examination of a topic of general interest from the viewpoint of behavioral science. Topics change annually, but those scheduled for 2002–2003 are: Attitudes and Survey Methods, and Facilitating Intergroup Dialogues. Descriptions will be made available at the time of registration. (4 credits)

59 DIRECTED RESEARCH IN PSYCHOLOGY

Students are involved and guided in conducting research within specific content areas approved by the supervising faculty. Research may be conducted individually or in small groups depending on the content area. Research groups meet regularly for presentation of background material, discussions of common readings, and reports on project status. Directed research is to be taken in the junior year and is open only to declared majors. Students will be assigned to sections by the supervising faculty. Prerequisites: Psychology 10, Psychology 49, and an intermediate course. Every semester. (4 credits)

Advanced Courses

Admission to any advanced course requires junior or senior status, completion of Psychology 10, Psychology 49, and at least one intermediate course or permission of instructor in addition to meeting the prerequisites listed for that course.

72 PSYCHOLOGY OF LANGUAGE (Same as Linguistics 72)

An examination of psychological factors that affect the comprehension of oral and written language. Topics include the origin of language, how language can control thought, the role of mutual knowledge in comprehension, and principles that underlie coherence in discourse. Includes readings from psycholinguistics, philosophy, sociolinguistics, gender studies, social psychology, and especially from cognitive psychology. Emphasis is placed on current research methods so that students can design an original study. Prerequisites: Psychology 37, or two Linguistics classes, or permission of the instructor. Spring semester. (4 credits)

73 HEALTH PSYCHOLOGY

The field of health psychology addresses two main issues: 1) the ways in which psychological factors and experiences (such as stress, personality patterns, discrimination, etc.) affect health; and 2) the psychological effects of being ill. We will read research articles, theoretical essays, and first person accounts as a basis from which to understand these issues and also to grapple with such questions as: What exactly is "health?" What are the connections between the mind and the body? Can psychology help explain how our membership in different social groups affects our health? Why do some people get sick and others stay well? What is it like to be a patient? A doctor? How do societal ideas about illness and disability affect us? Fall semester (4 credits)

74 CLINICAL AND COUNSELING PSYCHOLOGY

This course examines specific applications of psychological principles to the mental health field, focusing on strategies for therapeutic intervention. We will pay particular attention to the issues raised by traditional clinical practice, such as ethics, the politics and economics of mental health, and cultural biases, and consider alternatives to mainstream clinical services, including non-Western healing, nonprofessional helpers, primary prevention, and self-help. Prerequisites: Psychology 24 or Psychology 32. Every semester. (4 credits)

75 PSYCHOLOGICAL MEASUREMENT

An overview of technical and methodological principles in test and attitude scale development; historical, social, ethical and legal considerations in measurement; and analyses of frequently used tests and inventories of general intellectual level, aptitude, achievement, personality, and interests. Next offered 2003–2004. (4 credits)

76 UNDERSTANDING AND CONFRONTING RACISM

An examination of the social psychological factors associated with race prejudice and racism, particularly in the United States. Focusing on the psychological theories proposed to understand racism, this course investigates the causes and consequences of racism at the individual, interpersonal, institutional and cultural levels of society. Special attention will be given to exploring interventions to reduce racism. Prerequisites: Introduction to Psychology, Introduction to African American Studies, or Introduction to Comparative North American Studies. Next offered 2003–2004. (4 credits)

84 RESEARCH TOPICS IN COGNITION

The investigation of selected areas of theory and research and their implications for the understanding of mental processes. Study will include examination of research methods and group and individual research. Recent topics have included Imagery, Memory, and Thinking, Problem Solving and Decision Making. A student may register more than once for this course if the topics differ. Prerequisite, Psychology 31 or 37 or permission of instructor. Next offered 2003–2004. (4 credits)

85 RESEARCH TOPICS IN NEUROSCIENCE

The investigation of selected areas of contemporary research and their implications for the understanding of brain processes. Study will include the examination of research methods and group and independent research. Topics will be announced annually and will include such areas as Neural Mechanisms in Behavior, and Neuropsychopharmacology. A student may register more than once for this course if the topics differ. Prerequisite: Psychology 43 or permission of the instructor. Permission granted routinely to junior and senior majors in psychology and in other fields closely associated with neuroscience. Not offered 2002–2003. (4 credits)

86 SEMINAR IN NEUROPHARMACOLOGY (Same as Biology 86)

This is an advanced course that will focus on the study of drugs used to alter the central nervous system. The course will begin with basic pharmacological principles and then concentrate on the various uses of drugs to alter brain neurochemistry. Topics for discussion will include the pharmacological treatment of schizophrenia, depression, pain, anxiety and generally, the neurochemical basis of behavior. In addition to discussion of the use of drugs for clinical purposes, a significant amount of time will be spent on the use of "drugs of abuse" (e.g. cocaine, marijuana, LSD). While the focus of the course will be on the biochemical mechanisms of these drugs, an effort will be made to investigate and discuss the sociological ramifications of drug use. Prerequisites: Psychology 62 (Biology 62), Psychology 43, junior or senior standing or permission of the instructor. Spring semester. (4 credits)

88 SENIOR SEMINAR

Senior seminars examine a variety of topics. Open to senior major and minor concentration students.

Addiction

This seminar is designed to emphasize the most important themes and concepts in the field of substance abuse. These topics include, but are not limited to, the history of psychoactive drugs, how the different classes of drugs work, prevention strategies, models of addiction including compulsive behaviors, treatment approaches, relapse prevention, and harm reduction. Spring semester. (4 credits)

Family Psychology

Family psychology integrates the contextual understanding of individuals, couples, families, larger systems, and their interactions. This seminar will deal with processes that take place in families of origin, families of choice, and other close relationships within diverse social contexts. The emphasis will be on examining theory and current research on family dynamics within and across generations. Spring semester. (4 credits)

Hormones and Behavior

This seminar will focus on the hormonal mechanisms of behavior in animals (including homo sapiens). Following introductory lectures, a series of topics will be explored, with a particular emphasis placed on those behaviors most directly mediated by hormonal activity (such as aggression, sexual and reproductive behaviors, stress responses, etc.) Fall semester. (4 credits)

Lives in Context: Psychology and Social Structure

This seminar will explore the relationship between individual lives and broad social systems. We will read theory, research, and autobiographical work about the implications of gender, social class, race, physical ability, historical context, etc., on psychological experiences and will explore a variety of methodological strategies for doing research in these areas. Fall semester. (4 credits)

Psychology of African American Aesthetics

This seminar examines the psychological factors associated with how many African Americans express their culture through physical appearance, oral communication, and entertainment. Special attention will be given to delineating aspects of African American culture and the ways in which they may guide individuals' behaviors. Topics will include, but are not limited to, cultural aesthetics, skin tone and hair texture, code-switching and rap music, and comic performance. Fall Semester. (4 credits)

Cultural Psychology

In this seminar we explore cultural variation in the journey from infancy through adulthood; cultural construals of the self in relation to others; the development and use of culturally and situationally specific forms of cognitive, behavioral and social expertise; cultural variation in the human relationship to the environment; cultural variation in the construal and use of altruism/selfishness, competition/cooperation, and peaceful/violent forms of conflict resolution; and the emergence of individual and group identities in social worlds that includes contrasting others. As we focus on these topics, we will simultaneously assess the promise of various psychological theories and methods in furthering the goals of cultural psychology. Next offered 2003–2004. (4 credits)

Mood Disorders

This seminar will focus on understanding the psychology of mood disorders, with particular attention to major depressive disorder. Drawing on the interests of seminar participants, we will explore the experience, etiology, and treatment of these disorders from physiological, developmental, social, cognitive, personality, feminist, and cultural psychology perspectives. Readings will include research and theoretical articles as well as case material. Additional topics may include premenstrual dysphoric disorder, anxiety disorders, and the psychology of happiness. Next offered 2003–2004. (4 credits)

Pain and Suffering

This seminar will examine both basic research and clinical aspects of pain. Following introductory lectures on pain and pain relief, a series of topics will be explored, including, but not limited to: pain measurement in humans and animals; the ethics and use of experimental models in pain research;

chronic pain; pain relief produced by drugs, acupuncture, hypnosis, and placebos; and learning processes that influence pain sensitivity Next offered 2003–2004. (4 credits)

Special Courses

The following course listings provide opportunities for the design of special individual educational activities. Prior consultation with a member of the department is a necessary prerequisite for registration in courses at this level.

95 TUTORIAL

Prerequisite, permission of the instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Every semester. (4 credits)

97 INTERNSHIP

Prerequisite, permission of the instructor. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. Every semester. (4 credits)

Religious Studies

Full Time Faculty: Allen Callahan, Paula Cooey, Peter Harle, Sarah Horton, James Laine (Chair), Anthony Pinn

Part Time Faculty: Rabbi Barry Cytron, Rabbi Bernard Raskas, Calvin Roetzel

The courses of the department of religious studies focus on the study of Christianity and Judaism in both their historical and contemporary expressions, and on the major non-Western religious traditions. While the introductory courses are broad in scope, they seek to be selective enough to allow an in-depth encounter with source documents through historical understanding. Methods of instruction include not only lectures and seminars but also opportunities for independent study and individual instruction. The program of the department aims to serve not only students whose academic specialization is religious studies but also students who seek courses that can help unlock the religious dimensions encountered in other disciplines.

Courses offered by the department fall into five general areas: (1) American religious history, (2) modern Christian thought, (3) non-Western religions, (4) Jewish Studies, and (5) biblical studies. The courses in American religious history explore the experiences, accents and thought that have informed, and continue to inform, all aspects of American life. This area ranges broadly and includes a study of women and religion, Native American religious expression, and important aspects of the Black religious experience. The courses in modern Christian thought deal with the interaction between the theological tradition and secular modes of belief and meaning in the scientific-technological, post-Medieval world, and with the way a theological development like liberation theology addresses pressing social issues. The non-Western area introduces students to the great religious traditions of Asia, and offers detailed studies of individual traditions, such as Islam or Hinduism, and important topics such as gender, caste and deity. Courses in Jewish Studies (e.g., 20 and 34) are offered each year by both continuing and part-time faculty.

The courses in the biblical area offer both introductory and specialized study of the source documents of Judaism and Christianity, and issues of ongoing concern such as the quest for the historical Jesus, and end-of-the-world movements.

Religious studies is a broadly interdisciplinary investigation that takes its place among the humanities, and majors typically enter a broad range of vocations. Students planning to do post-graduate work in religion and who plan either to teach, or to train for either the parish ministry or rabbinate, will profit from an exposure to religious studies at the college level. In recent years increasing numbers of students not planning post-graduate work in religion have majored in religious studies. The double major, minor, and core concentrations often enhance and enrich areas of study from all divisions of the college.

General Distribution Requirement

All courses in the religious studies department count toward the general distribution requirement in humanities except for courses numbered 95, 96, 97, and 98.

Diversity Requirement

The courses in the religious studies department which satisfy the international diversity requirement are numbered 24, 33, 39, 40, 41, 52, 63, and 66. The courses which satisfy the domestic diversity requirement are numbered 26, 28, 29, 36, 37, 43, 50 (Sacred Space in America), 53, and 60.

Major Concentration

The major concentration in religious studies consists of eight courses in religion, and two courses in history, philosophy or English. In order to encourage breadth in understanding students majoring in religious studies are required to take at least one course in three of the five areas of the department's offerings. Reading proficiency in at least one foreign language is advised for students contemplating graduate study in religion. A "senior dialogue" with the members of the department is required for all majors. The "senior dialogue" represents a sharing of views on questions of mutual interest rather than an oral examination and also helps the department faculty to assess its program. Majors, preferably in their senior year, are required to take the disciplinary seminar, Approaches to the Study of Religion, which is offered annually.

The general college-wide capstone requirement in a major is satisfied by 69, Approaches to the Study of Religion.

Core Concentration

The core concentration in religious studies consists of 12 courses directly related to a particular problem or theme, six of which shall be in the department of religious studies. Formulation of the theme and the prerequisite courses will be determined in consultation with the chair of the department of religious studies. A "senior dialogue" (see above) is also required of all cores.

Minor Concentration

The minor concentration in religious studies consists of a minimum of five courses in religious studies taken in consultation with the department. To assure diversity, students minoring in religious studies are required to take a course in at least two areas of the department's offerings.

Honors Program

The Religious Studies department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Religious Studies department are available from either the department office or the Dean of Academic Programs.

COURSES

20 INTRODUCTION TO HEBREW SCRIPTURES (OLD TESTAMENT)

A study of the Hebrew Scriptures in translation in their literary, historical, and religious dimensions. Special attention will be given to the historical and cultural forces that provide the context in which Israel and her literature developed. Not offered 2002–2003. (4 credits)

21 INTRODUCTION TO THE NEW TESTAMENT

The historical critical study of the rise of Christianity and the literature of the movement viewed against its Jewish and Greek background and its expression in the Hellenistic world. Not offered 2002–2003. (4 credits)

24 INTRODUCTION TO NON-WESTERN RELIGIONS

An introduction to the study of non-Western religious traditions in South and East Asia (Hinduism, Buddhism, Taoism, Confucianism, and Shinto). Open to everyone but especially appropriate for first and second year students. Every year. (4 credits)

25 LOVE AND DEATH

This course explores different perspectives on relations between love and death in human life, illustrated in theology, ethics, social theory, fiction, and film. It raises such questions as: How does love differ according to the kind of relationship in which it finds expression (for examples, parental love, friendship, sexual intimacy, love for strangers and enemies, neighborly love, self-love, love for learning, love for justice, and devotion to a transcendent reality)? What does love ethically require in regard to how one lives and dies? How does awareness that death is inevitable inform one's views and experiences of love? What role does love play in the significance socioculturally attributed to death? Open to everyone but especially appropriate for first and second year students. Not offered 2002–2003. (4 credits)

26 RELIGION IN AMERICA

The social and intellectual history of religion in the United States through the year 1900, with an emphasis on popular religious movements. The social and economic correlates of religious developments will be analyzed as well as the impact of Christian values on American institutions. Not offered 2002–2003. (4 credits)

28 AFRICAN AMERICAN RELIGIONS

Understanding religion as the quest for ultimate orientation, this course will examine several expressions of African American religiosity. Students will explore the origin, development, belief structure, and practice of traditions such as Black Christianity, the Nation of Islam, Vodun (Voodoo), Santeria, Spiritual Churches, and Black Humanism. The goal of this course is to acquaint students with the complex nature of African American religious expression. Spring 2003. (4 credits)

29 BLACK CHRISTIAN CHURCHES IN THE UNITED STATES

Although the religious experience of African-Americans is not limited to Black churches, these churches have played a major role in the survival of the Black community. In addition to addressing the religious questions forced by a "Christian" yet oppressive society, these churches have also

responded to the educational, social, and economic concerns of a community in need. In part, to understand the African-American community, one must understand Black churches. This course introduces students to the history, theology, and practices of the historically Black denominations. Alternate years; next offered fall 2002. (4 credits)

33 ISLAM

An introduction to the religion of Islam in its cultural context. Major emphasis will be given to the belief-system and historical development of the classical orthodox tradition in the Middle East, but contemporary Islam and Islam outside the Middle East will also be considered. Alternate years; next offered fall 2002. (4 credits)

34 INTRODUCTION TO JEWISH LIFE AND THOUGHT

This course will survey Judaism's basic beliefs and practices, from the Bible to the present day, through examination and discussion of religious and social literature created by the Jewish people. Spring semester. (4 credits)

36 BLACK RELIGIOUS THOUGHT I: 1829–1915

Using primary texts, this course will examine religious themes and imagery contained in the writings of Black thinkers. Framed in time by David Walker's *Appeal* (1829) and the death of Henry McNeal Turner (1915), the readings also include works by Maria Stewart, Frederick Douglass, Anna Cooper, and Ida B. Wells. This course seeks to introduce students to the religious thought of 19th and early 20th century Black America. Students will also explore connections between this thought and prevailing "secular" concerns of that period. Prerequisite: permission of the instructor. Fall 2002. (4 credits)

37 BLACK RELIGIOUS THOUGHT II: 1915–1993

Using primary texts, this course will examine religious themes and imagery contained in the writings of Black thinkers. The course explores writings by W.E.B. DuBois, Nella Larsen, Richard Wright, James Baldwin, Martin Luther King, Jr., Malcolm X, James Cone, Alice Walker, Delores Williams, and Cornel West. This course seeks to introduce students to the religious thought of 19th and early 20th century Black America. Students will also explore connections between this thought and prevailing "secular" concerns of that period. Prerequisite: permission of the instructor. Not offered 2002–2003. (4 credits)

38 CATHOLICISM

A study of the religious tradition of Roman Catholicism. Some attention will be given to the theology and historical development of the Roman Catholic Church, but major emphasis will fall on the relationship of the Catholic religion to various Catholic cultures, including Ireland, Mexico, Poland and the United States. Not offered 2002–2003. (4 credits)

39 WORK AND ETHICS ACROSS TRADITIONS

The United States and Japan currently represent the world's two strongest capitalist economies. The dominant worldview influencing the United States is Christian in origin, where "Christian" includes early appropriations of Hebrew and Jewish thought and practice. The dominant worldview shaping the work ethic of Japan is a blend of Buddhist, Confucian, and Shinto traditions. This course explores relationships between the social teachings, practices, and beliefs of these traditions and the work ethos of the United States and of Japan. It addresses a wide range of issues in response to two central questions: What roles do these traditions play in their respective cultures in producing the kinds of workers necessary to fuel advanced forms of global, consumer capitalism? Conversely, what roles do these traditions play in challenging and destabilizing the assumptions, values, and practices on which the respective capitalist economies are based? We will approach these questions from an interdisciplinary perspective that includes historical, social scientific, philosophical, and theological angles of vision. In addition to regular reading and writing assignments, students will do independent, comparative projects on topics such as the structuring of socio-economic class distinctions through work, the impact of the electronic age, gendered work, the sex industry, child labor, the impact of international trade agreements, the work of religious institutions, multinational corporations, ecology and labor, NGOs, and non-profits, among other possibilities. The course is open to all interested students. Not offered 2002–2003. (4 credits)

40 RELIGIONS OF INDIA

An intermediate level course on the popular, classical and contemporary religious traditions of South Asia. Topics include Advaita Vedanta and yoga, popular devotionalism, monastic and lay life in

Theravada Buddhism, the caste system, Gandhi and modern India. Prerequisite: Religious Studies 24 or permission of instructor. Not offered 2002–2003. (4 credits)

41 RELIGIONS OF EAST ASIA

An intermediate level course on popular, classical and contemporary religious traditions of China and Japan. Topics include Confucian thought, Taoist classics, sectarian Buddhism, popular religion, Zen. Prerequisite: Religious Studies 24 or permission of the instructor. Every year. (4 credits)

43 NATIVE AMERICAN RELIGIOUS TRADITIONS

This course will focus on the spiritual traditions of the Lakota people. Lakota history and tradition will serve as background for discussion of legal, political, and theological issues related to Native American religious practices. Prerequisite: permission of the instructor. Not offered 2002–2003. (4 credits)

45 PAGANS, CHRISTIANS, AND JEWS IN CLASSICAL ANTIQUITY: CULTURES IN CONFLICT (Same as Classics 45 and Humanities and Cultural Studies 45)

This course studies the interaction of Jewish, Christian, and pagan cultures, and the protracted struggle for self-definition and multi-cultural exchange this encounter provoked. The course draws attention to how *the other* and cultural and religious difference are construed, resisted, and apprehended. Readings include Acts, Philo, Revelation, I Clement, pagan charges against Christianity, *Adversus Ioudaios* writers, the *Goyim* in the Mishna, and apologetic literature. Not offered 2002–2003. (4 credits)

46 THE THOUGHT OF THE REFORMATION

A study of the Reformation as a revolution in Christian thought. The course will concentrate on an understanding of key writings of Luther, Zwingli, Calvin and representative Anabaptist figures. Ties and discontinuities with both the Renaissance and medieval Christian thought will be explored. The course will conclude with an assessment of the Reformation's contribution to the outlook of modernity. Not offered 2002–2003. (4 credits)

47 RELIGION AND POPULAR CULTURE

Using the work of cultural studies and religious studies scholars, students examine the way religion (themes such as sin and salvation) is analyzed by and represented in forms of contemporary cultural expression. Elements of popular culture addressed may include music (e.g., rap), film, and various cultural icons (Madonna, for example). Not offered 2002–2003. (4 credits)

48 CONTEMPORARY CHRISTIAN THOUGHT

A survey and assessment of the interaction of Christian thought with the mood and outlook of the modern world. The following figures and movements will be discussed: Barth, Tillich, Bultmann, Niebuhr, Bonhoeffer, Lindbeck, liberation theology, feminist theology, Vatican II, process theology, and the impact of post-modern thought. Not offered 2002–2003. (4 credits)

49 INTRODUCTION TO LIBERATION THEOLOGIES

This course examines the development of contemporary liberation theology in the United States, Latin America, and South Africa. Lectures will provide socio-political context. Readings will acquaint students with liberation theology's assessment of concepts such as God, sin, suffering, oppression, salvation, "the other," and community. Next offered 2002–2003 (4 credits)

50 TOPICS

Examination of special topics of interest to faculty and students, such as a study of certain crucial questions which the various religious traditions raise and attempt to answer. (4 credits)

51 RELIGION, LITERATURE AND FILM

An examination of perennial religious themes, such as estrangement and redemption, meaning and value, and the question of transcendence in modern literature and in film; attention to the intersection of theory of religion with literary theory and film theory in terms of commonalities and differences in regard to human creativity. Not offered 2002–2003. (4 credits)

52 GENDER, CASTE AND DEITY IN INDIA

An advanced seminar on social structures in India and their relation to religious ideology. Prerequisite: Religious Studies 40 or previous work in Indian religions. Not offered 2002–2003. (4 credits)

53 THE RELIGIOUS THOUGHT OF MARTIN LUTHER KING, JR. AND MALCOLM X

This seminar is limited to students who have done work in African American religions and/or African American history. Using primary and secondary materials, the course addresses the following issues: (1) the religious development of Malcolm X and Martin King; (2) the theological stance of both figures; (3) the interplay between social justice concerns and their religious/theological stance; (4) the influence of Malcolm X and King on liberation theologies in the United States. Prerequisite: permission of the instructor. Alternate years; next offered spring 2004. (4 credits)

60 WITCHES, SEERS, AND SAINTS

Is religion oppressive to women, or is it empowering? This seminar will investigate how specific types of religious roles reinforce or conflict with gender roles in the historical experience of American women. Seminar format. Prerequisite: permission of the instructor. Not offered 2002–2003. (4 credits)

63 JEWISH HISTORY (Same as History 65)

An examination of the history of the Jewish people from the time of emancipation in the late 18th century to the present. The major theme will be the development of new forms of Jewish self-identity as the self contained communities of the pre-emancipation period begin to dissolve. Among the topics to be considered are the relationship between Jewish communities and the "outside world," pressures from within and without the Jewish community for assimilation, antisemitism, the holocaust, Zionism and the birth of Israel, and the position of the Jews in the world today. Alternate years; next offered spring 2003. (4 credits)

65 THE LETTERS OF PAUL (ROMANS)

A study of the literary composition, form, function, context and theological concerns of Romans, one of the letters of Paul. The course will deal with the world of Paul and his readers, as well as the major emphases of Pauline scholarship in this century. Prerequisite: Religious Studies 20 or 21 or permission of the instructor. Enrollment limited. Alternate years; next offered spring 2003. (4 credits)

66 THE RUSSIAN RELIGIOUS EXPERIENCE (Same as Russian 66)

Beginning with a forced conversion to Byzantine Christianity in the tenth century, Russians have led one thousand years of a rich and contradictory religious life. This millennium of experience should offer students of both religion and Russian a unique outlook on their subjects. For students interested in religion, Russian Orthodoxy offers a non-western perspective on the Christian experience, which poses questions that other traditions do not: in the close cooperation between church and autocracy that flourished until the Bolshevik Revolution; in the savage repression suffered by the faithful after 1917; and in the rich tradition of dissent that resisted both. For students of Russian, the religious experience offers new insights into a country that was officially atheist for seventy years. We will be looking not only at the texts and structures of the faith, but also at the heresies that undermined it. Paganism and witchcraft thrived alongside deep piety; state regulation struggled with sectant movements ranging from the Milk-Drinkers to Self-Castrators. Orthodoxy exerted a profound influence on Russia's great writers: on the fierce believer Dostoevsky, and on the apostate Tolstoy. Vigorously repressed by the Soviet state, Russian Orthodoxy once again is alive, and struggling to define itself in the post-Soviet era. Alternate years; next offered spring 2003. (4 credits)

69 APPROACHES TO THE STUDY OF RELIGION

An advanced seminar required for religious studies majors, open to cores and minors. Both classic and contemporary theories on the nature of religion and critical methods for the study of religion will be considered. Prerequisites: two courses in religious studies and permission of the instructor. Spring semester. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Every semester. (4 credits)

97 INTERNSHIP

Prerequisite, permission of the instructor. A maximum of one internship may be applied toward the major or core concentration. Every semester. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. Every semester. (4 credits)

Russian, Central and East European Studies

Birgitta Hammarberg (German Studies and Russian), Gary Krueger (Director, Economics), Tamara Mikhailova (German Studies and Russian, James von Geldern (German Studies and Russian), Peter Weisensel (History).

The Russian, Central and East European Studies program explores internationalism through a multidisciplinary inquiry into the specific area encompassing Russia, Central and Eastern Europe. This exploration includes language proficiency and knowledge of the history, culture and society of one or more countries of the region in a broad global context. The program is designed to meet student interest for area expertise in the context of a broader global perspective.

The major requires completion of 12 courses, one semester study abroad in one of the countries of the Russian, Central and East European Studies region, and completion of a capstone requirement. Students must complete four semesters, not counting the introductory year, (or equivalent) in one of the languages of the region (Russian, Ukrainian, Polish, Serbo-Croatian, Czech, Slovak, Hungarian or the Baltic languages). As the attainment of fluency in Slavic languages is a lengthy process, students are strongly encouraged to take a third year of language instruction in their chosen language.

In order to place specific knowledge of the Russian, Central and East European Studies region into global context, students are required to take one of the Introduction to International Studies courses (International Studies 10 or 11) before their junior year and seven elective courses specific to the region. Four of the seven electives must be from Russian, Central and East European Studies approved courses in either the Social Science Division or the Humanities Division. In addition to the four courses from their chosen division, majors must take one Russian, Central and East European Studies approved course from outside their major division. The remaining two courses may be in either track. Language courses beyond the fourth semester will count towards fulfillment of the humanities track requirements. The capstone requirement may be fulfilled in one of two ways: either through an approved thesis, sponsored by one of the participating faculty members, or through the successful completion of the senior seminar, Russian, Central and East European Studies 88. All Russian, Central and East European Studies seniors are strongly encouraged to take International Studies 88 or 89 as a complement to their capstone.

Two of every three years the Russian, Central and East European Studies program sponsors a Visiting International Faculty member which greatly contributes to the program offerings and allows students direct contact with faculty that work and live in one of the countries of the region. Also, as a member of the Associated Colleges of the Twin Cities (ACTC), Macalester students may enroll in approved courses in any of the ACTC colleges. Majors should contact their advisor or the program director for a full list of ACTC approved courses.

COURSES

88 SENIOR SEMINAR IN RUSSIAN AREA STUDIES

This seminar is an interdisciplinary research seminar which adopts a thematic approach to examining one or more of the countries of the former Soviet Union and East/Central Europe. This course satisfies the capstone requirement for Russian, Central and East European Studies majors. Interested students in related disciplines such as International Studies are encouraged to enroll. Prerequisites: Senior status or consent of instructor. Fall semester 2002. (4 credits)

Russian, Central and East European Studies Approved Courses Regularly Offered On The Macalester Campus

Economics
25 Comparative Economic Systems (Also listed as International Studies 25)
35 Economics of the Transition (Also listed as International Studies 35)

Geography
45 Regional Geography of the Post Soviet Union

History
55 History and Philosophy of Socialism
60 State and Society in Tsarist Russia
62 History of the Soviet Union and its Successor States
65 Jewish History (also listed as Religious Studies 63)

International Studies
50 (Topics) Politics of Central and East Europe

Russian
21, 22 Intermediate Russian I, II
31, 32 Advanced Russian I, II
41A, 41B Russia in Russian
51 19th Century Russian Literature in Translation
52 20th Century Russian Literature and Culture in Translation
55 Russian Culture
56 Mass Culture Under Communism (Same as Humanities and Cultural Studies 36)
63 Orientalism and Empire: Russia's Literary South (Same as Humanities and Cultural Studies 35)
64 Culture and Revolution (also listed as International Studies 64).
65 Translation as Cross Cultural Communication (also listed as International Studies 65)
66 Russian Religious Experience (same as Religious Studies 66)
67 Dostoevsky and Gogol
88 Senior Seminar (humanities track only).
96 Independent Study (subject to approval by program coordinator)
Additional Russian language courses subject to approval by Director of the Russian, Central and East European Studies program.

Sociology

Full Time Faculty: Terry Boychuk, Nancy Fischer, Mahnaz Kousha (Chair), Khaldoun Samman

Sociology is an empirical discipline which studies human social life in all its variety. The Macalester Department of Sociology offers courses which focus on the family, formal work organizations, social problems, urban, medicine, culture, racial and ethnic relations, and social class and gender hierarchies, and presents various theoretical frameworks and research methodologies for understanding social life. Students are encouraged to do their own empirical studies by the department's emphasis on theoretical, data gathering, data analysis and writing skills.

Courses in sociology contribute to the general education and prepare students for graduate education in sociology or careers in related fields: teaching, law, business, government, service occupations, helping professions, community organizing, and research.

The Sociology Department participates in the Women's and Gender Studies, Legal Studies, Comparative North American Studies, Environmental Studies, Urban Studies, International Studies, and the Cultural Studies programs. For details concerning these programs, consult the appropriate descriptions elsewhere in this catalog.

General Distribution Requirement

All Sociology courses count toward the general distribution requirement in social science except for 46.

Diversity Requirement

The courses which satisfy the domestic diversity requirement are Sociology 23, Sociology of Race/Ethnicity, and Sociology 46, Asian American Community and Identity. The course which satisfies the international diversity requirement is Sociology 35, Images of Women in the Middle East.

Major Concentration

A sociology major is planned in consultation with a member of the sociology department faculty and must include at least nine courses: An introduction to sociology (10 or 12); Science and Social Inquiry (30); Theories of the Subject (40); Interpretive Social Research (42); a Senior Seminar (88); and four electives.

The senior capstone requirement in sociology may be satisfied by successfully completing the Senior Seminar (88).

Core Concentration

A core concentration in sociology is planned in consultation with a member of the sociology department faculty and must include at least six sociology courses, chosen to complement the student's major.

Minor Concentration

A minor in sociology consists of five courses selected with the assistance of a faculty member in the department. The selection is expected to complement the student's major.

Honors Program

The Sociology department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Sociology department are available either from the department office or the Dean of Academic Programs.

COURSES

Introductory Courses:

10 INTRODUCTION TO SOCIOLOGY: CLASSICAL APPROACHES

The course provides an overview of the principal concepts and debates which have informed competing perspectives on the nature of social life. Reading and lectures survey the essential contributions of the classical sociologists- Karl Marx, Max Weber, and Emile Durkheim—to our understanding of the dynamics of modern society. These theorists observed and developed varying interpretations of emergent patterns of social organization accompanying the great transformation of the European political economy between the sixteenth and nineteenth centuries; the transition from primarily agrarian, householding economies to industrial-capitalist ones; and the reinvention of political governance stemming from the collapse of feudal politics and the ascendancy of bureaucratic states. The first half of the course invites sustained comparisons between agrarian and industrial societies as these students of social change conceived of them, and subsequent to that, we will explore contemporary scholarship, bent on extending the insights of these seminal thinkers, to understand social, political and economic trends in the twentieth century. Every year. (4 credits)

12 ISSUES AND PROBLEMS IN U.S. SOCIETY

This class links personal experiences with broader cultural perspectives. Students analyze and question the cultural and structural forces that have shaped and continue to shape their lives. Special attention will be given to social justice, cultural assimilation, race, class, feminism, family, education, work, and the mass media. Every year. (4 credits)

16 INTRODUCTION TO SOCIOLOGY: DEVIANCE AND SOCIAL CONTROL

Social control is the reproduction of the culture of dominant groups in a society. Deviance and innovation are responses by dominant groups to subordinate group cultures and efforts to change the dominant culture. Dominant social groups create deviance by making the rules whose infraction constitutes deviance and by applying those rules to particular people and labeling them outsiders. This course focuses on rule making and enforcement, on the social construction of rule-breaking as either deviance or innovation, and the powerful discourses, including law and medicine, which embody the culture of dominant groups. Alternate years. (4 credits)

Intermediate Courses:

20 SOCIAL INEQUALITY

Describing and explaining social inequality constitute two of the principal motivations for doing sociology. This course provides an overview of the key concepts and theories which have informed sociological perspectives on the nature and origins of inequality. The class readings, lectures and assignments examine three, broadly focused topics. The first section of the course surveys the essential contributions of two classical sociologists—Karl Marx and Max Weber—to ongoing debates over the contours and causes of social inequality. The second component of the course explores contemporary revisions to classical theories of inequality accompanying the transformation of the political economies of the advanced industrial democracies in the twentieth century. The concluding weeks invite sustained attention to gender and racial inequality—past, present and future. Alternate years. (4 credits)

23 SOCIOLOGY OF RACE/ETHNICITY

This course studies the historical and contemporary social situation of racial and ethnic groups in American society, including African Americans, Native Americans, Asian Americans, Latinos, European Americans, and Americans of Middle Eastern decent. The goal is to develop an understanding of socio-historical forces which have shaped the lives of racial and ethnic groups in America. Every year. (4 credits)

30 SCIENCE AND SOCIAL INQUIRY

This course provides a general introduction to the logic of scientific inquiry and to the varieties of methodological approaches employed in the service of advancing sociological discourse about human behavior. Class readings, assignments, and discussions explore diverse topics, including the nature of sociological theory, deductive and inductive logic, the derivation of hypotheses from theoretical statements, and the protocols for gathering empirical evidence and for drawing inferences from research findings to substantiate theoretical claims. The course has three overarching objectives.

The first is to provide students with the critical and analytical tools to interpret and evaluate empirical research. The second is to familiarize students with the acknowledged strengths and weaknesses of different research designs. The third is to develop skills for constructing sociological arguments and for communicating them in a clear, concise, and compelling manner. Every year. (4 credits)

32 FAMILY BONDS

One of the major contributions of sociology to family studies is to examine families within the larger social structure. This class focuses on the relationship between families and the larger social institutions. We explore how the family interacts with other social institutions, including the government, the economy, and the labor force. We will also look within the family system, exploring how relationships within the family are shaped by various societal forces. The major focus will be on contemporary American families, but we will also consider historical forms and understandings of the family. Every year. (4 credits)

35 IMAGES OF WOMEN IN THE MIDDLE EAST

This class explores the realities of women's lives in the Middle East. Issues such as the role of women in Islam and the Middle East, their portrayal in the West, nationalism, feminism, and power and patriarchy will be emphasized. Every other year. (4 credits)

40 THEORIES OF THE SUBJECT (Same as Humanities and Cultural Studies 40)

In recent years, the place of human beings in social theories has changed from "the individual," "the social actor," or "the self" to "the subject." In this class we will read a number of social theorists to discover how and where they place the subject. We will begin with four 19th century theorists, each of whom founded a theoretical tradition: Karl Marx (critical theory), Emil Durkheim (structuralism), Max Weber (action theory/social constructionism) and Sigmund Freud (psychoanalytic theory). We will consider each of these traditions and end with a consideration of post structuralist and post-colonial theorists like Julia Kristeva, Michel Foucault, Jacques Derrida, Stuart Hall and Trinh Mihn-ha. Every year. (4 credits)

42 INTERPRETIVE SOCIAL RESEARCH

This class introduces the research methods and analytic techniques used by qualitative researchers (also called fieldworkers and ethnographers): participant observation, interviewing and use of documents. Students will read exemplary, book-length studies and will conduct an extensive field research for their final project. Every year. (4 credits)

46 ASIAN AMERICAN COMMUNITY AND IDENTITY (same as Comparative North American Studies 46)

As an interdisciplinary field, Asian American Studies encompasses a wide range of issues and theoretical approaches. This course traces the bold strokes of the field by revisiting two key issues - "community" and "identity"—as they appear in selected Asian American works. Chosen for their various approaches to current themes in Asian American life, these works contain both implicit and explicit arguments about community and identity in contemporary Asian America. These arguments shed light not only on multiple aspects of the Asian American experience, but also on conflicting and simultaneous trends within the field of Asian American Studies.

The course is shaped around three key questions: *Who is Asian America? Where is Asian America? Why Do Community and Identity Matter?* Lectures, readings and visual materials will expand upon and deepen previously acquired knowledge about Asian American issues, framing those issues in terms of these three key questions. Written assignments and discussion sections will encourage an intelligent and informed response to the questions. Basic comprehension of the course materials is a necessary but not sufficient component of this response. This course encourages the development of *your own position* vis-á-vis the prevailing arguments about community and identity of Asian America. (Prerequisite: Comparative North American Studies 45 or permission of the instructor). Every year. (4 credits)

Advanced Sociology Courses:

50 TOPICS (4 credits)

60 MEDICAL SOCIOLOGY

This course provides an overview of sociological research on medical care. Class readings, lectures and assignments survey four broadly focused topics. The first is to explore the diverse cultural foundations of medical knowledge and to examine the relative contributions of medical practices to

the health and well-being of individuals. The second part of the class provides a detailed look at the historical emergence and evolution of the American medical profession and the corresponding development of the American hospital industry. The third section calls attention to social processes governing entrance into the medical profession—medical school attendance, internships and residencies, and the social mechanisms which channel physical efforts to establish a medical practice. The fourth and final component of the course sheds light on the latest transformations of the American health care system—the ongoing remaking of medical politics, the proliferation of new forms of health care organizations and markets, and the changing patterns of medical practice. Prerequisite: an introductory Sociology course or permission of the instructor. Alternate years. (4 credits)

61 SOCIAL MOVEMENTS

This course examines the nature of social change by exploring specific topics including social and political movements, world systems, colonialism and revolution. Prerequisite: an introductory Sociology course or permission of the instructor. Every other year. (4 credits)

63 SOCIOLOGY OF THE U.S. WORKING CLASS

The American labor movement has a rich and complex history. In recent years documentary and feature film makers have revisited this history in films that re-examine critical moments in the history of workers' struggles. Films like John Sayles' "Matewan," Charles Burnett's "Killer of Sheep," and Tony Buba and Ray Hendersons' "Struggles in Steel" are a few examples. These films speak to a dimension of experience absent in much of the literature on working class culture and community. They are especially noteworthy for their exploration of the ways that racism impacts working class life. While the course revolves around feature and documentary films, readings and discussion are integral to the course. The class will draw on a diverse literature as a means of both contextualizing the issues raised by the medium of film and as a means of drawing attention to issues absent or not well represented in the medium. The course provides a basis for understanding and critically evaluating the culture and politics of the labor movement. Prerequisite: an introductory Sociology course or instructor's permission. Every other year. (4 credits)

65 ADVANCED TOPICS IN RACE/ETHNICITY AND GENDER

This course is a comparative examination of different world cultures and race and ethnic groups. The idea is to theoretically understand the social forces, the political and economic contexts, and the cultural complexities that have shaped the experiences of different cultures and ethnic groups. Prerequisite: an introductory Sociology course. Aternate years. (4 credits)

66 SOCIOLOGY OF IMMIGRATION

This class develops a sociological analysis of immigration. The course explores the experiences of diverse immigrant groups. We will start by exploring the roots of human migration throughout history. The goal is to promote a broad understanding of the reasons behind human immigration in different historical epochs, to compare the patterns of migrating groups, and to explore the ecological impacts of migration. Current conceptualizations of race, ethnicity, nationalism, class, and gender will be re-examined in relation to the emerging transnational experiences of the more recent immigrant groups in Europe and Asia. Prerequisite: Junior or senior standing, or permission of the instructor. Every other year. (4 credits)

67 IMAGES OF ASIANS AND ASIAN-AMERICANS

The class studies the representations of Asian and Asian Americans in the U.S. The course concentrates on both classic and more contemporary feature films and written works. We will examine issues of ethnicity and national identity within the larger political, economic and historical contexts. Issues of racism, gender, and interracial dynamics as social constructs will be explored with particular attention to historical and political events. Readings, discussions and screening emphasize the creation of new images, the representation of new groups, and the perpetuation of stereotypes as they relate to larger, international events. Prerequisite: an introductory Sociology course, or permission of the instructor. Every other year. (4 credits)

68 POLITICAL SOCIOLOGY

How does the state regulate and control civil society? This upper-division course establishes a conceptual framework for defining and understanding the role of the state in managing power and conflict in civil society. We will devote the first part of the semester to assembling a theory of the state. During the second half of the semester, we will use this theoretical lens to examine various

dimensions of U.S. politics and culture. In order to illustrate the tense relationship between state and society, we will consider a handful of distinctly "American" political battles: for example, labor organizing, welfare reform, English Only, abortion, pornography, gay marriage, affirmative action, and political corrections in academia. Prerequisite: Sociology 10 or equivalent. Every other year. (4 credits)

82 URBAN SOCIOLOGY

The course looks at the culture of city life, how public space is negotiated/contested and how communities and neighbors are made and unmade. Urban Sociology utilizes an interdisciplinary perspective to look at the politics of space in the urban environment. Issues such as multiculturalism, identity and gender politics and the ways residents, community organizers, cultural workers and foundations interface with businesses, city officials, and developers to affect neighborhood and community change. Class sessions have a field or experiential component in addition to lecture and discussion. This component requires participants to visit selected sites as well as participate in dialogues with local artists, cultural workers and community organizers who will visit the class. There will be both individual and team community based research projects. Prerequisite: junior or senior standing or instructor's permission. Every other year. (4 credits)

88 SENIOR SEMINAR

This course provides an overview of award-winning contributions to empirical sociology among contemporary scholars in the discipline. Close examination of selective articles and books from leading figures advances several, related purposes. The first is to demonstrate how professional communities evaluate the relative weight and importance of published research. In particular, these works reveal the premium that academic juries place upon theory-driven inquiry, methodological sophistication and novel findings. Second, the chosen readings underscore the relevance of diverse approaches to generating insight into human behavior. They illustrate the rich and varied currents of sociological theory and the broad array of methodologies available to social scientists to guide their research. The third objective is to develop an accurate and informed understanding of the demands of graduate school where students endeavor to make original contributions to the knowledge base of the social sciences. Every year. (4 credits)

89 SENIOR THESIS

Senior majors who are enrolled in the honors program may register for senior thesis credit. Every year. (4 credits)

95 TUTORIAL

The Sociology tutorial consists of closely supervised student research. It is open to students who have had Sociology 30 and 42. Students planning to write a senior honors thesis are encouraged to register for a tutorial during their junior year, with the permission of a faculty member who agrees to supervise. Every semester. (4 credits)

96 INDEPENDENT PROJECT

Closely supervised independent study with a faculty member. Students may explore, through reading and writing or independent research, an area of knowledge not available through regular course offerings or more advanced study in an area covered by the curriculum. Permission of a faculty member of the department is required for registration. Every semester. (4 credits)

97 INTERNSHIP

Internships involve students in practical (usually off-campus) experience, allow in-depth study of the structure of particular organizations, and/or develop career skills. Registration requires permission of a Sociology department faculty member and an on-site supervisor. Every semester. (4 credits)

98 PRECEPTORSHIP

Preceptors assist sociology department faculty members in planning, organizing, and teaching courses. Registration requires permission of the faculty member and previous completion of the course. Every semester. (4 credits)

Spanish

Full Time Faculty: Eleanora Bertranou, Susana Blanco-Iglesias, Linda Burdell, Antonio Dorca, Fabiola Franco, Galo González, Sarah Grussing, Leland Guyer (Chair), Rogelio Miñana

Part Time Faculty: Juanita Garciagodoy, Rosa Rull-Montoya, David Sunderland

Spanish is the fourth most spoken language in the world, with over three hundred million native speakers residing on four continents and in over 25 nations, including the United States. It is the language of Nobel Prize winning writers, world-renowned artists, internationally recognized actors and actresses, as well as many politicians, economists, scientists, designers, and explorers who have helped shape the modern world. With Hispanics the fastest-growing minority population of the United States, Spanish is also often the language of our neighbor next door. It is heard in the supermarket, on the airwaves, in television broadcasts and advertisements, movies, and songs.

The mission of the Spanish Department at Macalester is threefold. First, by teaching language skills, we enable our students to graduate with a strong proficiency in Spanish, one that enables them to interact effectively with native speakers in the four modalities of speaking, listening, reading and writing. Second, we strive to refine critical thinking. Our students should be able to approach a variety of texts and generate fruitful questions and interpretations of them, informed by cultural and critical perspectives. Third, we offer a variety of courses that examine a broad range of cultural and historical patterns to ensure that our students will be conversant with issues pertinent to the Spanish-speaking world.

Portuguese

Students may also take Portuguese within the Department of Spanish. Portuguese is the language of Brazil, the largest and most economically powerful nation in South America. It is also the language of Portugal, five African nations, and numerous other important enclaves in Asia and North America. Students of Spanish and Latin American Studies are encouraged to study Portuguese in order to acquire valuable, complementary skills and to develop a fuller view of both Latin America and the Iberian Peninsula.

Career Orientation for Spanish Majors

A number of recent Spanish majors from Macalester College have gone on to graduate work in Spanish language and literature, comparative literature, linguistics, Latin American area studies, international studies, international business, education, law, and medicine. Some have begun careers in Spanish-immersion elementary and secondary education, bilingual or special education, the foreign service, human rights organizations, and commerce. Others have begun their careers in the Peace Corps or Vista. To enhance their career opportunities, many have combined their Spanish major studies with complementary majors such as Biology, Economics, Political Science, Anthropology, and History.

The Spanish House

The Spanish Department sponsors a residence next to the campus for students who are interested in living in a Spanish-speaking environment. Residents commit themselves to speaking only Spanish while in the house. Two native speakers supervise the house and organize various activities. Residence is intended for students who have achieved at least an intermediate level of proficiency and want to maintain and improve it.

Study Abroad

Formal academic study in a Spanish-speaking country is useful to foreign language students in many ways. This is an opportunity that we recommend to all of our students, and it is a requirement for our majors. With prior approval of the department chair, up to two courses from study away programs per semester may be counted toward the Spanish major, core or minor. All additional courses necessary to meet departmental graduation requirements must be taken on campus.

Macalester College has prepared students for study abroad in numerous programs and countries. For example, the Associated Colleges of the Midwest (ACM) Costa Rica program consists of a fall Latin American studies program and a spring tropical field studies program in natural and social sciences. The Institute for International Education of Students (IES) programs in Spain provide a broad range of study possibilities. Universitas Castellae in Valladolid, Spain, offers a wide selection of courses on Hispanic Language and Culture, including internships and independent studies. The Higher Education Consortium for Urban Affairs (HECUA) programs in Guatemala/Ecuador, Guatemala/Cuba, and Ecuador offer several popular courses of study and opportunities for internships. For more information on HECUA programs, please contact the HECUA advisor on campus.

General Distribution Requirement

All courses in the Spanish department count toward the general distribution requirement in humanities.

Diversity Requirement

Spanish 25, 54, 62, 65, 66, 68, and 69 satisfy the international diversity requirement. Spanish 50 (Made in USA: Hispanics, Hybrid Identities and Fictional Spaces) and 55 satisfy the domestic diversity requirement.

Language Requirement

Students can fulfill the requirement in Spanish or Portuguese in this department by completing one of the following: 1. A score of 620 or higher on the SAT II test, with listening component, upon entrance to the program. 2. A score of 620 or higher on Macalester's Placement Test. The Placement test may be taken only once. 3. A score of 4–5 on the Advanced Placement Test offered through High Schools. 4. Successful completion of Macalester's Spanish 32,

Intermediate Spanish II. 5. Successful completion of Macalester's Portuguese language sequence through Spanish 25, Brazil Today, or the equivalent.

Students earn credit for Spanish 11 and 12 by scoring 5, 6, or 7 on the International Baccalaureate Exam. These students will still need to fulfill the above guidelines for the two-year language requirement.

Major Concentration

A major in Spanish consists of a minimum of nine courses beyond Spanish 31. Courses required for the major are Spanish 52, 54, 62, 65 or 66 and 88. The major must contain two courses with emphasis on Peninsular literature and two courses with emphasis on Latin American literature. It is recommended that Spanish 54 be successfully completed before taking other literature courses. Spanish 25 (Brazil Today) may be applied toward the Spanish major. Successful completion of Spanish 88 fulfills the senior capstone requirement.

In addition, students majoring in Spanish are required to complete successfully one term of a study abroad program. The Spanish Department reserves the right to waive this requirement under exceptional circumstances.

Core Concentration

The core consists of six courses beyond Spanish 31, four of which must be literature or topics courses taught in Spanish. Spanish 25, Brazil Today, may count toward the core concentration. Six supporting courses are chosen from a related area.

Minor Concentration

The minor consists of five courses beyond Spanish 31, including at least two literature courses. Spanish 25 (Brazil Today) may be included among the five required courses.

Honors Program

The Spanish Department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Spanish Department are available either from the Department office or the Dean of Academic Programs.

COURSES

10 ACCELERATED BEGINNING SPANISH

Accelerated Spanish 10 meets the goals of Elementary Spanish I and II (Spanish 11 and 12) in one semester. It covers pronunciation, grammar essentials, conversation and reading. This course is appropriate for students with significant prior experience in Spanish or another appropriate language and for students who are highly self-motivated and able to learn foreign languages quickly. Successful completion allows enrollment in Intermediate Spanish. Registration in the course is contingent on instructor's approval. Three class hours a week plus two hours of tutorial. Every semester. (5 credits)

11, 12 ELEMENTARY SPANISH I AND II

Pronunciation, grammar essentials, conversation and reading. Three class hours a week plus one hour of tutorial. Minimal introduction to history and culture of hispanophone countries. Prerequisites: for

Spanish 11 there is no prerequisite. For admission into Spanish 12, students must have completed Spanish 11, or its equivalent, with a minimum grade of C-. Every semester. (4 credits, each course)

30 ACCELERATED INTERMEDIATE SPANISH

Accelerated Spanish 30 meets the goals of Intermediate Spanish I and II (Spanish 31 and 32) in one semester. It extends and deepens awareness and use of linguistic functions in Spanish, and it introduces the history and culture of Hispanophone countries. This course is appropriate for students with significant prior experience in Spanish and for students who are highly self-motivated and able to learn foreign languages quickly. Successful completion allows enrollment in 50's level language courses in Spanish (Spanish 51 and 52). Registration in the course is contingent on instructor's approval. Three class hours per week plus two hours of tutorial. Every semester. (5 credits)

31, 32 INTERMEDIATE SPANISH I AND II

Extends and deepens awareness and use of linguistic functions in Spanish. Formal introduction to history and culture of hispanophone countries. Prerequisites: for admission into Spanish 31, students must have completed Spanish 12, or its equivalent, with a minimum grade of C-. For admission into Spanish 32, students must have completed Spanish 31, or its equivalent, with a minimum grade of C-. Every semester. (4 credits, each course)

50 TOPICS

Topics courses offer a variety of themes and approaches not found in our regular course offerings. Recent topics courses have included: Modern Brazilian Literature and the Emergence of National Identity; Gabriel García Márquez's Works; Narrating Cultural Identity; Exploring the Hispanic World; Breaking Stereotypes of Latin American Women in Film and Fiction; The Stories of Latinos in the US; Avant-Garde in the Hispanic World; Spanish Plays: From Page to Stage; Art and Craft of Literary Translation; Contemporary Mexican Women's Fiction; Contemporary Spanish Film; Latin American Women: Those Who Are (Or Should Be) Leaders; On Love and Other Demons, Painting Words; Wording Images, Film and Narrative in Democratic Spain, Hispanics: Hybrid Identities, Fighting Words: Building Latin America's Identity, and Afro-Luso-Brazilian Language and Culture. Prerequisite: varies. Offered fall and spring, depending on instructor availability. (4 credits)

51 VISIONS OF THE HISPANIC WORLD: ORAL EXPRESSION

This is a third year course parallel to Spanish 52, Visions of the Hispanic World: Written Expression. Primarily designed to improve oral communication, it serves as a bridge to upper-level courses. Conversations are based on cultural and literary topics. Class activities vary according to the instructor but usually include five to fifteen minute presentations, interviews with native speakers, commentary on videos and movies, short stories, plays and short novels. It often involves extensive reading appropriate to the level. Prerequisite: Spanish 32 or instructor's approval. Every semester. (4 credits)

52 VISIONS OF THE HISPANIC WORLD: WRITTEN EXPRESSION

This is a third year course parallel to Visions of the Hispanic World: Oral Expression. It is primarily designed to strengthen the student's written proficiency and his or her awareness of grammar intricacies in relation to writing. It serves also as a bridge to upper-level courses. Compositions and short essays on contemporary topics are an essential component of the course. Creativity and originality are rewarded, but not at the expense of linguistic accuracy. Class activities vary according to the instructor but usually include writing strategies and self-correction exercises. It often involves extensive reading appropriate to the level. Prerequisite: Spanish 32 or instructor's approval. Every semester. (4 credits)

54 INTRODUCTION TO THE ANALYSIS OF HISPANIC TEXTS

This course presents the student with some basic tools for the systematic analysis of a broad range of topics and forms of cultural production (literature, cinema, art, e-texts...) in the Hispanic world. It also seeks to develop advanced language skills in composition and presentation. Prerequisite: 51, 52 or consent of the instructor. Every semester. (4 credits)

55 THE FAMILY AS HISTORY: THE STORIES OF U.S. LATINOS

A course designed to examine and compare the stories of latinas/os in the U.S. as told by themselves. Authors read are of Puerto Rican, Cuban, Dominican, and Mexican-American origin. Special emphasis is placed on practices and values held both here and in the cultures of origin. Such subjects as family, social and economic struggles, individual aspirations and spiritual needs are covered. Language issues

are highlighted and film is used to complement the readings. Taught in English. No prerequisite. This course can be used for the major, core, or minor in Spanish, by arrangement with the department chair. Alternate years. (4 credits)

62 SELF AND SOCIETY IN MEDIEVAL/GOLDEN AGE SPAIN

This course introduces students to a detailed analysis of some major works of Spanish Medieval and Golden Age writers. It focuses on the evolution of Spanish as a literary language, while examining numerous texts recognized as masterworks of Spanish literature, at times including Don Quixote. Analysis through class discussions, papers, and complementary readings, as well as some film versions of the texts may be included. Prerequisite: 54 or consent of the instructor. Every year. (4 credits)

65 MODERN LATIN AMERICAN LITERATURE IN ITS SOCIO-POLITICAL CONTEXT

The course focuses primarily on the modern literature of Latin America, exploring the socio-political conditions that gave rise to it and identifying its exceptional characteristics. Readings and assignments in this course vary according to different instructors. Prerequisite: 54 or consent of the instructor. Alternate years. (4 credits)

66 CONTEMPORARY VOICES OF LATIN AMERICA

A systematic analysis of exceptional Spanish American fiction, essay, poetry and/or drama. Special attention is given to discussion, research and writing skills. Authors and readings for this course vary according to each instructor. Prerequisite: 54 or consent of the instructor. Alternate years. (4 credits)

67 NARRATING THE HISPANIC WORLD

A study of some of the most prominent modern novelists of Spain and Latin America. Past authors studied have included Unamuno, Cela, Delibes, Rulfo, Fuentes, and García Márquez, Allende, Poniatowska, Valenzuela, Peri Rossi. Prerequisite: 54 or consent of the instructor. Alternate years. (4 credits)

68 ROMANTICS, MODERNS, AND AVANT-GARDISTS

The course offers a panorama of Spanish culture from the beginning of the nineteenth century to the Civil War in 1936. It focuses on the evolution of literature and the arts during the periods of Romanticism, Realism, Modernism, and the Avant-Garde, in an attempt to describe the particular aspects of modernity in Spain. Authors that are usually studied include José Zorrilla, Rosalía de Castro, Benito Pérez Galdós, Emilia Pardo Bazán, Luis Buñuel, Miguel de Unamuno, José Ortega y Gasset, and Federico García Lorca. Prerequisite: 54 or consent of the instructor. Alternate years. (4 credits)

69 ANTAGONISTS/PROTAGONISTS: THEATER & SOCIETY

This course explores the major social and artistic trends in Hispanic theater. Emphasis is placed on textual analysis with complementary lectures on literary tradition. Prerequisite: 54 or consent of the instructor. Alternate years. (4 credits)

88 SENIOR SEMINAR

The senior seminar is a capstone course that explores in depth a shifting field of topics. It helps students relate the subjects they have studied in their major field and assists students in demonstrating their familiarity with Hispanic cultures and in methods of analysis and presentation, culminating in the preparation and presentation of a major research project. It is primarily a discussion course that relies heavily on individual as well as collective effort. Required for Spanish majors. Prerequisite: 54 plus at least two literature courses offered in the Spanish department or consent of the instructor. Every spring. (4 credits)

95 TUTORIAL

Prerequisite, permission of instructor. (1-4 credits)

96 INDEPENDENT PROJECT

Not available to substitute regularly offered courses. Prerequisite: permission of instructor. (1-4 credits)

97 INTERNSHIP

Prerequisites: four courses in Spanish numbered 31 or above and consultation with the instructor. (1-4 credits)

98 PRECEPTORSHIP

Preceptorships give students the opportunity to observe and practice teaching skills. Available to highly accomplished students. Most require some background reading and training in foreign language teaching. Prerequisite, permission of the instructor. (1-4 credits)

Portuguese Courses

21 ACCELERATED BEGINNING PORTUGUESE

Intensive instruction in speaking, understanding, writing and reading Portuguese. Brazilian usage emphasized. Prerequisite: Intermediate standing in Spanish, prior exposure to Portuguese, or permission of the instructor. Fall semester. (4 credits)

24 INTERMEDIATE PORTUGUESE AND LUSOPHONE CULTURE

This course broadens and deepens Portuguese language proficiency begun in Accelerated Portuguese (Spanish 21) or its equivalent. In addition, it simultaneously builds critical-thinking skills through the analysis of cinema, short pieces of literature, music, and popular culture of Brazil, Portugal, and Portuguese-speaking African nations, while enhancing language and organizational skills through compositions, oral presentations, and group activities. The course emphasizes Brazilian usage of the language. Successful completion of this course and its follow-on, Brazil Today (Spanish 25), or its equivalent, satisfies the Macalester College foreign language proficiency requirement. Prerequisite: Successful completion of Accelerated Portuguese (Spanish 21) or the equivalent. Spring semester. (4 credits)

25 BRAZIL TODAY

Brazil Today is a course that reviews many of the recent events and forces that have helped to shape contemporary Brazil. Attention is given to history, geography, cinema, literature, art, and issues of race, gender and behavior as they lead toward of a fuller understanding of contemporary Brazil. The course is taught in Portuguese. Prerequisite: Portuguese (Spanish) 24 or permission of instructor. Fall semester. (4 credits)

Urban Studies

Chuck Green (Political Science), David Lanegran (Geography), Peter Rachleff (History), Laura Smith (Geography), Sarah West (Economics), George Latimer (Director)

The urban studies major is directed toward students who are interested in urbanization and interdisciplinary perspectives on the problems of city life. The program combines a sound theoretical and experiential base complemented by a broad range of technical competencies. The 14-course urban studies major is divided into two parts: a curricular portion which will provide students with a theoretical and methodological base, and an experiential portion which will give students first-hand contact with aspects of the city new to them. A third, additional skills portion will provide students with tools which will enable them to make an effective contribution to research or management. The Urban Studies Program is home to Macalester's Action Research initiative and strongly endorses Service Learning. Most courses listed in the major have action research or service learning components.

Major Concentration

A major concentration in urban studies will consist of 14 courses distributed in the following manner.

Curriculum

A. Each urban studies major will complete a core in either economics, history, geography, political science or sociology.

B. This core will be supplemented by at least six courses from the following list excluding courses taken as a part of the core. Students will be encouraged to take other courses on the list. Consult departmental listings for information on course frequency. Topics courses with an urban emphasis may be included with consent of the director. All majors are required to take the senior seminar, Cities of the 21st Century.

Anthropology
30 Ethnographic Interviewing

Economics
50 Urban Economics

Geography
12 Introduction to Urban Studies
41 Urban Geography
50 Metropolitan Analysis
50 Urban GIS Applications
61 Geography of World Urbanization
88 Cities of the 21st Century
88 Urban Geography Field Seminar
88 Historical Geography of Urbanization
88 Transportation and Landuse

History
19 American Civilization
43 Origins of Super Society, U.S., 1890–1945
45 The Black Experience Since World War II
49 African Americans and the Transformation of the City: 1890–1945

Political Science
30 Empirical Research Methods (depending upon research topic)
42 Race, Ethnicity, and Politics
46 Urban Politics
59 Re-invisioning Education and Democracy (Same as Education 59)
74 Organizational Change

Sociology
23 Sociology of Race/Ethnicity
30 Science and Social Inquiry
42 Interpretive Social Research
63 Sociology of US Working Class
66 Sociology of Immigration
82 Urban Sociology

Experiential Aspect

All urban studies students will be required to serve a four-credit internship in government, a social agency, a community or neighborhood organization or a private business firm. Participation in the Chicago Urban Studies program sponsored by the Associated Colleges of the Midwest may be substituted for the internship. Students will be encouraged to complete this as part of the program during their junior year. Other off-campus urban studies programs may be substituted for this requirement with consent of the director.

The senior capstone requirement in urban studies is satisfied by taking Cities of the 21st Century.

Technical Competency

Urban studies majors should attempt to master several of the following communication and technical skills. With their advisors they will develop goal attainment schedules for each of the required skills. All students will not be equally proficient in all skills.

A. Oral Communication—Students will be expected to be articulate and should have some experience with creative oral communication. These skills may be obtained through Macalester's communication studies program.

B. Written Communication—All students will be expected to write concise, jargon-free technical reports and should have some exposure to creative writing.

C. Data Analysis—All students will be expected to be able to analyze and present numerical information. A quantitative methods course should be taken in the department in which the student cores.

Women's and Gender Studies

Full-Time Faculty: Adrienne Christiansen (Communication and Media Studies), Beth Cleary (Dramatic Arts and Dance), Paula Cooey (Religious Studies), Sarah Dart (Linguistics), Julie Dolan (Political Science), Ruthann Godollei (Art), Birgitta Hammarberg (Russian), Duchess Harris (Political Science), Harry Hirsch (Political Science), Mahnaz Kousha (Sociology), Teresita Martínez-Vergne (History), Karine Moe (Economics), Mary Montgomery (Biology), Scott Morgensen (Women's and Gender Studies), Joan Ostrove (Psychology), Peter Rachleff (History), Emily Rosenberg (History), Norm Rosenberg (History), Sonita Sarker (Chair, Women's and Gender Studies, and English), Janet Serie (Biology), Beth Severy (Classics), Dianna Shandy (Anthropology), Clay Steinman (Communication and Media Studies), Jaine Strauss (Psychology), Joëlle Vitiello (French), Karen Warren (Philosophy).

Part-Time Faculty: Roxane Gudeman (Psychology), Elizabeth Jansen (Biology)

The Women's and Gender Studies Program offers an interdisciplinary major and minor that women, men, and people of all gender identities are welcome and encouraged to explore. The goal is to provide students with a deepening expertise in using feminist theories as tools to study literature, politics, history, society, science, technology, and the arts, as well as in analyzing these very tools. The program enables students to understand the experiences and actions of women and men all over the world through the analytic categories of gender, sexuality, race, class, ability, culture, and nation on which feminist theorizings are based.

Courses approved for program credit are listed below. The program may offer additional courses each semester. Please check with the registrar or the program office. The following guidelines are used for inclusion of courses: courses that make use of new scholarship on women and gender, and in which the primary perspectives derive from scholarship that is generally identified with feminist theory.

General Distribution Requirement

All courses offered by the Women's and Gender Studies Program count toward the general distribution requirement in humanities except 10, 50 (except when approved by the department) and 89 through 98. Women's and Gender Studies 10 and 30 count toward the social science distribution requirement. Courses approved for Women's and Gender Studies concentrations but offered through other departments meet the general distribution requirements of that department.

Diversity Requirement

The courses in Women's and Gender Studies which satisfy the domestic diversity requirement are numbered 10, 30, and 57. The courses which satisfy the international diversity requirement are numbered 20, 25, 51, 55, 60, 68 and 88.

Major Concentration

A major concentration, planned in consultation with an advisor chosen from the Faculty list above, is comprised of no fewer than 12 courses (48 credits), drawn from both Women's and Gender Studies "core courses" and "courses approved for Women's and Gender Studies concentrations" (see below).

1. should include offerings in at least three separate departments in at least two divisions;
2. may consist of no more than four (16 credits) from any single instructor or any single department other than Women's and Gender Studies;
3. may consist of no more than 8 credits of independents and 4 credits of internship;
4. can include up to the equivalent of 8 semester credits from a study abroad program;
5. must include introductory, intermediate, and advanced level core courses;
6. must include at least 3 Women's and Gender Studies core courses (not including capstone); and
7. must include the capstone experience.

The capstone experience will be fulfilled by enrollment in the Senior Seminar (Women's and Gender Studies 88 or 89), taught each year.

Minor Concentration

The minor concentration consists of six approved Women's and Gender Studies courses (24 credits), including the senior seminar (Women's and Gender Studies 88 or 89). These courses:

1. must include one Women's and Gender Studies core course (and the capstone);

2. be distributed among at least three separate departments; and

3. come from more than one division.

The fit of these courses should be planned with the advisor.

Honors Program

The Women's and Gender Studies Program participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Women's and Gender Studies Program are available either from the program office or the Dean of Academic Programs.

CORE COURSES

Introductory Courses

10 RACE AND CLASS IN AMERICAN FEMINISM: INTRODUCTION TO WOMEN'S AND GENDER STUDIES

This course is an interdisciplinary introduction to a variety of feminist analyses of U.S. history and contemporary sociopolitical life, figured around the relationship of gender to race, class, sexuality, ability, colonialism, and nationalism. Through analytical reading, writing, and discussion, the course aims to develop an understanding of gender as a tool to organize society on the basis of difference and power and a performative practice, which is also a mode of agency and activism for positive social change. Materials from history, literature, sociology, anthropology, and film are included. Every year. (4 credits)

20 INTERNATIONAL PERSPECTIVES ON GENDER, RACE AND CLASS: INTRODUCTION TO WOMEN'S AND GENDER STUDIES

Through an interdisciplinary and comparative study of selected countries in Europe, Africa, Asia and the Americas, this course creates the basis for an understanding of the ways in which gender roles are established, and how these affect the individual in the realms of education, media, politics, work, sexuality, and family. On the basis of texts drawn from political science, psychology, art, film, history, music, and literature, it analyzes theories of femininity and masculinity as constructed in specific racial, cultural, socio-economic, and political situations, and discusses their impact on lifestyles, both traditional and alternative. Every year. (4 credits)

25 INTRODUCTION TO FEMINIST THEORIES

This course is a survey of past and current modes of feminist theorizing, on such intersecting topics as equality and rights, race/ethnicity and racism, class and capitalism, sexuality and binary sex/gender systems, colonialism, and (trans)nationalism. The course clarifies the meanings of such terms as Liberal, Anti-Racist, Marxist, Socialist, Psychoanalytic, Postcolonial, Poststructuralist, Deconstructionist, and Transnational Feminism, by presenting texts from philosophy, cultural studies, anthropology, sociology, literature, history, and film. Every year. (4 credits)

30 SEXUAL MARGINS, COLONIAL LEGACIES: INTRODUCTION TO LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES

This course is an interdisciplinary study of lesbian, gay, bisexual, transgender, intersex, and queer identities and communities. We focus on the multiple racial, ethnic and national communities in the U.S. as these contextualize a variety of social constructions of sex, gender, and sexuality, heterosexism

and transphobia, across societies and historical eras. We study LGBTIQ politics as it engages legacies of European colonialism, including conquests, discourses, racial formations, immigrations, diasporas, and global capitalism. Materials are drawn from history, literature, sociology, anthropology, and film. Every year. (4 credits)

Intermediate Courses

Intermediate level courses require sophomore standing or permission of the instructor, and any previous Women's and Gender Studies core course.

50 TOPICS

Examination of special topics of interest to faculty and students. Previous topics have included: African American Women's History and the Politics of Representation; Feminism, Science, and Society; and others. Topics planned for 2002-2003 are: Controlling Race and Sexuality; Race and Culture: Women's Fiction and the U.S.; and the Intermediate Lesbian, Gay, Bisexual, Transgender Studies course (see description below). Every semester. (4 credits)

51 LOCAL/GLOBAL ACTIVISM IN SEXUAL POLITICS: INTERMEDIATE LESBIAN, GAY, BISEXUAL, TRANSGENDER STUDIES.

This course is an interdisciplinary study, based in ethnography of local and global organizing among lesbian, gay, bisexual, transgender, intersex, and queer activists. We discuss critical theories of how sexual politics arise in relation to regulation by governments, corporations and other institutions, and how activists engage regulation through civil rights and human rights logics. While studying ethnographies of social change organizing worldwide, students will learn methods of ethnographic research and writing, and then apply them in short-term field study of local/global LGBTIQ activism. Every year. (4 credits)

55 FEMINIST POSTCOLONIALISM AND POSTMODERNISM: ADVANCED FEMINIST THEORIES (same as International Studies 55)

What is a Nation? Who are its citizens? How do language and gender roles shape the ways we imagine our roles as men and women? Do sexuality or economy affect how we subscribe to or resist political ideologies? These are the questions on which contemporary feminist thinkers have based their analysis, critique, and reconstruction of men's and women's roles. This class explores the intersection of Postcolonialism (specifically gendered critiques of colonizing sociopolitical structures) with Postmodernism (specifically gendered critiques of language and sexuality). We will examine film, photography, music, and the writings of Freud, de Saussure, de Beauvoir, Foucault, Appiah, Chodorow, Kristeva, Jameson, Said, Kincaid, Grewal, Hooks, Spivak, Trinh, among others. Prerequisite: at least one prior class in Women's and Gender Studies. Next offered 2003-2004. (4 credits)

57 FEMINISM/REPRESENTATION/FILM (same as Communication and Media Studies 57)

Feminist film theory and criticism has been one of the most vital areas of film studies since the 1970s, even as concepts from feminist film studies (e.g., the gaze and psychoanalytic theories of spectatorship) have informed feminist scholarship in other fields. This course explores the history of the contributions of feminist film theory and criticism to studies in representation, from critiques of images of women through psychoanalytic poststructural approaches, cultural studies, and work in antiracist, postcolonial, and queer studies. It analyzes women's film- and video-making as well as mainstream commercial films. Papers emphasizing close analysis of film texts will be required, with possibilities for alternative work in video-making, along with one test covering basic film terms. Prerequisite: sophomore standing and one of the following: Gender and Communication (Communication and Media Studies 44), Race and Class in American Feminism (Women's and Gender Studies 10), International Perspectives on Gender, Race and Class (Women's and Gender Studies 20), Introduction to Feminist Theories (Women's and Gender Studies 25), Introduction to Lesbian and Gay Studies (Women's and Gender Studies 30), or permission of instructor. Alternate years; next offered fall 2003. (4 credits)

60 20TH CENTURY ANGLOPHONE WOMEN WRITERS: BRITAIN AND "ENGLISHNESS"

The term "Anglophone Literature" refers to writings in English from countries connected to Britain either by imperial rule or by the presence of British immigrants, yet does not include England itself. This course extends the definition of that term to study England as a location of Anglophone

Literature, as produced by this island's natives, immigrants, and cosmopolitans. Through an analysis of works by Virginia Woolf, Margaret Drabble, Doris Lessing, Suniti Namjoshi, Angela Carter, Ravinder Randhawa, among others, we will explore how concepts of nation, race, citizenship, gender, ownership of English as a language, and even the British literary canon are constructed. Other topics in this course have previously been on 20th century Anglophone Indian Women Writers (from India, England, Canada, and the U.S.). Next offered 2003–2004. (4 credits)

68 GENDER AND SOCIOPOLITICAL ACTIVISM IN 20TH CENTURY FEMINIST UTOPIAS

Implicit in much of this century's feminist critical analyses of the state of societies and their politics is a desire for a better state yet-to-be (utopia) as well as a fear of catastrophe or nightmare (dystopia). This course investigates how women's writing from different parts of the world (Bangladeshi, English, African-American, to name a few) convey visions of the present and future, of the real and the imagined, beliefs about masculinity and femininity, socialist and capitalist philosophies, (post) modernity, the environment (ecotopia), and various technologies including cybergenetics. The collection of texts provides us with a genealogy to analyze our own place in the world and to construct visions of sociopolitical change. Next offered 2003–2004. (4 credits)

Advanced Courses

88 SENIOR SEMINAR: LINKING THEORY AND PRACTICE

The relationship between academic theorizing and community-organizing for positive social and political change is a vital, complex, and an ever-changing source of feminist inquiry. This course builds on that relationship by juxtaposing activist social work with theoretical writings on globalization, gender, race, class-relations, sexuality, community, democracy, and civil society, and exploring how these arenas inform and transform each other. The issues in this seminar are related ultimately to the student's "location," personally and professionally, at the threshold of the future, in search of a space of her/his own. One substantial research paper and a formal oral presentation on its ideas are the primary assignments. Prerequisites: at least three Women's and Gender Studies core courses and senior standing, or permission of the instructor. Preferred: a working relationship with a local women's or minority organization, established the spring or summer prior to taking the course. Alternate years. (4 credits)

89 SENIOR SEMINAR: TOPICS

Capstone or integrative experience centering on a topic that will vary from year to year. The focus will be to develop a deeper understanding of theory in relationship to women's and gender studies. Prerequisites: at least three Women's and Gender Studies core courses and senior standing, or permission of the instructor. An upcoming topic is Race, Sex, and Work. Alternate years. (4 credits)

Independent Studies

All independent study courses require permission of a Women's and Gender Studies faculty sponsor. The number of independent studies which can be applied toward the major or minor will be planned with the Women's and Gender Studies advisors.

96 INDEPENDENT PROJECT

Individual projects are supervised by Women's and Gender Studies faculty. Prerequisites: at least two courses approved for credit in Women's and Gender Studies. Every semester. (4 credits)

97 INTERNSHIP

Internships, supervised by Women's and Gender Studies faculty, bring together theoretical and practical concerns that are primarily connected with women or have feminism as their central perspective. An internship outline plan will be developed individually between the student and the faculty sponsor. Prerequisites: at least two courses approved for credit in Women's and Gender Studies. Every semester. (4 credits)

98 PRECEPTORSHIP (4 credits)

COURSES APPROVED FOR WOMEN'S AND GENDER STUDIES CONCENTRATIONS

In addition to courses offered directly through the Women's and Gender Studies Program, the following courses are approved for use on Women's and Gender Studies concentration plans.

Approval is based on specific syllabi and faculty; please consult with the program director with questions about approval. Consult the program office for approved courses from previous years.

Humanities

Classics
27 Women in Classical Antiquity

English (The following courses *may* be approved depending on specific syllabi and faculty. Please consult the program office.)
20 American Voices
76 African American Writers

French
77 Women Writing in French

History
22 United States Women's and Gender History
26 Women in Latin America
30 Women and Work in U.S. History
44 U.S. Since 1940

Philosophy
25 Ethics (K. Warren)
29 Feminism and Environmental Ethics
50 History of Western Women Philosophers
68 Feminist Philosophy

Religious Studies
50 Religion and Gender in Western Society
52 Gender, Caste and Deity in India
60 Witches, Seers, Saints

Russian
50 Dandies: Textual/Sexual

Fine Arts

Art
52 Women in Art

Dramatic Arts and Dance
52 Feminist Theater(s)

Music
51 Women Making Music

Social Science

Anthropology
49 Feminist Perspectives in Anthropology

Communication and Media Studies
28 Film Analysis
44 Gender and Communication
50 Lesbian and Gay Communication
57 Feminism/Representation/Film
58 Women's Voices in Public Discourse

Economics
26 Economics of Gender

Education
58 Science and Culture

Political Science
50 Gender, Sexuality, and the Law
88 Feminist Legal Theory and Practice

Psychology
34 Psychology of Gender
88 Seminar: Lives in Context

Sociology
35 Images of Women in the Middle East
65 Advanced Topics in Race/Ethnicity and Gender

Natural Science and Mathematics

Biology
17 Women, Health and Reproduction

Special Programs

Study Abroad and Domestic Off-Campus Study

Macalester College has a long tradition of providing significant opportunities for students to build an international and intercultural perspective into their college education through international or domestic off-campus study.

Under current policy, students may propose participation in any off-campus study programs sponsored by an accredited, degree-granting U.S. college or university, an officially recognized degree-granting institution in another country, or a program which has a special credit-granting relationship with Macalester.

The Study Away Review Committee (SARC) evaluates all proposals for off-campus study during the regular academic year. SARC reviews the credit-worthiness of each proposal, the student's preparation for the experience, and the degree to which the program promises to extend and enrich the student's Macalester degree program. SARC's endorsement must be obtained the semester before participating in a program.

Although there are necessarily limits on the number of students who pursue off-campus study each academic year, in recent years Macalester has been able to support all qualified and well-prepared students who submit compelling off-campus study proposals. However, in semesters where the number of qualified proposals is greater than financial aid budgets can support, some students may be asked to defer their plans and preference will be given to qualified upperclass students. Beyond this, student proposals will be ranked for acceptance based on the evaluation criteria outlined in the *Handbook for Off-Campus Study*, copies of which are available at the International Center.

Who May Participate?

Except as noted below, currently enrolled Macalester students who have completed one full year of study at Macalester, who have a formally declared major and who are in good academic standing are eligible to propose off-campus study. It is important to note, however, that students must also meet the eligibility requirements of the off-campus programs themselves.

Transfer students who entered Macalester as a second semester sophomore may receive a maximum of 18 credits for off-campus study during the regular academic year. They may also receive credit for approved January or summer programs. Transfer students who entered as first semester juniors may only receive credit for approved January or summer programs.

The tuition benefits extended to students on the Dependent Tuition Assistance Program may not be applied to off-campus study. However, students on the Dependent Tuition Assistance Program remain eligible for off-campus study, and in some circumstances, may become eligible for financial aid for one term due to having to assume responsibility for the cost of off-campus study.

Non-immigrant visa and asylee status students are eligible for off-campus study, but they may not apply financial aid to off-campus study programs unless participation in such a program is required by a formally declared major.

Students who are on academic or social probation are not eligible to apply for off-campus study.

Registration, Academic Credit, Grades, and Financial Aid

Students whose proposals are approved by SARC must register at Macalester for their off-campus study programs in order to receive Macalester credit. All courses from semester and academic year off-campus study programs, including failed courses, are posted to the Macalester transcript. All grades for those courses are factored into the Macalester cumulative grade point average.

Academic credit earned for off-campus study programs meets general education requirements for graduation, but this does not guarantee that it may be applied towards distribution and/or departmental requirements. As part of the proposal process, students are required to consult with the appropriate academic offices to ascertain how their off-campus study credit will apply towards their degree programs.

With the exceptions noted above, students whose proposals are approved by SARC may apply eligible financial aid to program costs. While the vast majority of financial aid is portable, it is important to note that certain aid programs such as work-study do not apply to off-campus study. In the case of work-study, Macalester presently offers limited supplemental scholarships to partially offset that lost income. The International Center also offers on an annual basis several merit-based scholarships and awards for international off-campus study. However, need-based financial aid is *not* available for summer programs.

Except for a small number of direct exchange agreements with foreign universities and consortial programs, Macalester does not charge its own tuition for off-campus study programs. Macalester instead charges a nominal administrative fee and substitutes the program fee set by the program sponsor for Macalester tuition. As a result of this policy, all program fees must be billed through Macalester in order for students to receive credit for their off-campus study program.

Application Process

There are two steps to applying for off-campus study: 1) proposing a program for Macalester approval, and 2) applying to the program sponsor for admission. With rare exceptions, these two steps are independent of each other and have separate deadlines. It is the student's responsibility to ascertain the relevant deadlines and to provide the required materials by those deadlines.

Detailed information on both steps is articulated in the *Handbook for Off-Campus Study*, and assistance with each is available at the International Center. Since careful planning is required and timing is often critical, students are advised to start exploring their off-campus study options with the Study Abroad Coordinator as early as possible in their Macalester careers.

International Student Program

The International Student Program serves the educational, cross-cultural, and personal development needs of Macalester's international students. Its goals are to integrate international students into all aspects of college life, to help them participate in and contribute to Macalester's high quality liberal arts education, and to assist them in applying their learning to their own lives and cultural contexts. In working toward achieving these goals, the International Student Program provides the following services:

* advising on immigration and other U.S. regulations and laws. Students see the International Student Program Coordinator for questions and authorizations related to off-campus work, traveling outside the U.S., and any other changes to their course of study while at Macalester.

* assistance to students in filing their mandatory U.S. tax returns.

* a Pre-Orientation which precedes the all new student orientation and emphasizes immigration regulations and cultural issues. To facilitate intercultural learning, faculty and staff discuss various elements of U.S. life and culture.

* a fall semester mentoring relationship which involves first year students with U.S. and international upper-class students. This program organizes topical discussions for students throughout the semester.

* an on-going relationship between international students and families from the Twin Cities community. Through on- and off-campus events, hosts acquaint students to life in the U.S.

* a variety of on-going events related to international students' experiences and learning, such as workshops on international careers or discussions on international issues.

* consultations with faculty and staff on immigration, cultural, and learning issues related to international students. The International Student Program Coordinator also works with other offices to develop events that facilitate international and intercultural learning among international and U.S. students.

Other Programs for International Understanding

The International Center, the International Studies major, and the Macalester International Organization offer programs throughout the year designed to focus attention on international affairs, global issues, and intercultural relations. These include lectures, panel discussions, films, various cultural events, the International Roundtable, International Week events, and special orientation and advising sessions for study abroad participants and international students.

The International Center also maintains a small library of materials on international study, work abroad, volunteer opportunities, internships, and graduate school programs in international affairs. Its staff members represent a broad range of international experience and are available to guide members of the Macalester campus community to international resources.

The World Press Institute (WPI) provides an opportunity for ten professional foreign journalists to study, work, and travel in the United States annually. The Institute's program is designed to give its participants the background necessary for accurate interpretation and reporting of U.S. affairs. It is funded by U.S. corporations, foundations, individuals, and Macalester College. WPI journalists are encouraged to become involved in the academic and social life of the college while in the Twin Cities and are frequently invited by faculty members to share their experiences and observations with students in the classroom.

Pre-Professional and Professional Programs

The Pre-Law Program

Martin Gunderson (Adviser, Philosophy)

For many years, Macalester's pre-law students have achieved a record of success at excellent law schools. The college assists students through informed counseling about their curriculum at Macalester and their later choices of law schools. Students find available a large number of courses in various departments which teach the knowledge and skills most relevant to legal scholarship and practice. These courses may be pursued through a wide variety of departments which emphasize a broad liberal arts perspective. Opportunities are available for a few students each year to secure internships in a legal setting.

The Premedical Program

Advisors: Lin Aanonsen (Biology), Rebecca Hoye (Chemistry), Laurence Savett, M.D. (Biology), and Jan Serie (Coordinator, Biology)

Students interested in premedical studies should consult one of the premedical advisors very early in their first year for academic advice and also contact Jan Serie to be included on the Health Professions mailing list.

Premedical students at Macalester may major in any discipline and concurrently complete all premedical requirements. A science major is *not* a prerequisite for admission to medical school. Most medical schools require the following courses: Chemistry 11 and 13, Chemistry 37 and 38, Biology 22, 23 and 24, Physics 21 and 22, or 26 and 27 and two courses in English. At the University of Minnesota Medical Schools, the "English" requirement can be satisfied by a number of literature, writing and/or speech courses, and need not be listed as an English course. This requirement varies so widely that you should consult your premedical advisor before making a decision about courses you decide to take that may satisfy premedical requirements. Biochemistry I (Biology/Chemistry 57) is a prerequisite at a growing number of medical schools including the *University of Minnesota* (Minneapolis and Duluth campuses) and the *Mayo Medical School*. Courses in the social sciences, humanities and mathematics are also required for admission to some medical schools.

Premedical advisors work carefully with students throughout their preparation, both individually and in group sessions, to assist in program planning that will best meet the needs of individual interests and requirements. The biology department also has a physician, Dr. Laurence Savett, who assists in premedical advising. In addition, Dr. Savett offers a course entitled, "Seminar in the Humanism of Medicine," which is open to juniors and seniors. Regular forums and seminars are presented on appropriate topics in research, ethics, admission test preparation, application procedures and interview skills. Each summer the Ruth and Vernon Taylor Foundation endowment provides stipends for approximately eight students to participate in health profession internships following their junior year. Student recipients of this competitive award may arrange to work in a clinic, hospital, or other medical facility under the direct supervision of medical personnel.

The Cooperative Program in Liberal Arts and Architecture

Stanton Sears (Adviser, Art)

Under the agreement with Washington University's School of Architecture in St. Louis, students may complete three years at Macalester before transferring to Washington University for a senior year of accelerated architectural study, leading to a B.A. from Macalester. Three years of graduate study at Washington University then leads to a Master's in architecture.

For further information on course work required, see the art department section of this catalog.

The Cooperative Program in Liberal Arts and Engineering

Danny Kaplan (Adviser, Mathematics)

An arrangement between Macalester and both the University of Minnesota and Washington University in St. Louis makes it possible for a student to earn a B.A. degree from Macalester and a B.S. degree in engineering or applied science from either university in five years—the first three to be spent at Macalester and the latter two in the respective engineering program. Both degrees are conferred at the end of the fifth year. There is considerable flexibility in the program, but students should expect to take calculus through differential equations, computer programming, chemistry and physics at Macalester, as well as five or more courses in the areas of social science and humanities. Students are to complete 96 semester hours as well as all other graduation requirements.

The Cooperative Program in Liberal Arts and Nursing

Jan Serie (Adviser, Biology)

An arrangement between Macalester and Rush University of Rush-Presbyterian-St. Luke's Medical Center in Chicago makes it possible for a student to earn both a B.A. degree from Macalester and a B.S. degree in nursing from Rush University in five years—the first three spent at Macalester and the final two years at Rush University. This is a combined academic program; the student does not transfer schools or formally apply to Rush, but matriculates through an

affiliation agreement. When the requirements on the Macalester campus have been completed successfully, the student continues the program at Rush University. Both degrees are conferred at the end of the fifth year.

Details of the program at Rush are given in that school's catalog and can be obtained from Jan Serie. While at Macalester the student must satisfy the following requirements:

Biology

24 Physiology or equivalent course at an ACTC school
Human anatomy (independent study) or an equivalent course at an ACTC school
52 Microbiology

Chemistry

11, 13 General Chemistry I and II
37 Organic Chemistry I

Humanities

Four courses in humanities, of which two must be in English composition.

Social Science

Four courses, of which one must be Developmental Psychology (Psych 28). Though not required, it is recommended that these courses be selected from the departments of psychology, sociology or anthropology.

Mathematics

14 or 27, Data Analysis and Statistics, or Elementary Statistics
one additional college level mathematics course

Distribution Requirements at Macalester:

The Macalester-Rush student is required to complete Macalester's distribution requirements as described in the Graduation Requirements section of this catalog.

General Requirements:

The Macalester-Rush student must earn 96 semester hours of credit in courses at Macalester, have a minimum GPA of 2.75, and complete a major at Macalester, as well as all other graduation requirements.

Macalester, have a minimum GPA of 2.75, and complete a major at Macalester, as well as all other graduation requirements.

Other Curricular Opportunities

Associated Colleges of the Twin Cities (ACTC)

According to an agreement among Augsburg College, Hamline University, the College of St. Catherine, the University of St. Thomas and Macalester, students may take one course per semester at any one of the other four colleges tuition free, provided that the home institution has approved the course. Macalester has approved any liberal arts course offered by the other ACTC institutions as being appropriate for cross-registration. ROTC courses offered at the University of St. Thomas are available to Macalester students, however no credit will be awarded toward the Macalester degree. The five colleges publish a joint

schedule of fall and spring semester classes. The exchange does *not* apply to January or summer offerings for Macalester students. Students should contact the Registrar's Office for information on registration procedures and acceptability of credits.

Minneapolis College of Art and Design

Macalester also has an agreement with the Minneapolis College of Art and Design (MCAD) whereby students may take one course per term at that college, provided that Macalester has approved the course. Macalester students should contact the Registrar's Office for information on registration procedures and acceptability of credit.

Honor Societies

Phi Beta Kappa

The Macalester chapter of Phi Beta Kappa, Epsilon of Minnesota, was established in 1968. This oldest national honor society recognizes outstanding scholarship and broad cultural interests in liberal studies. To be nominated, students ordinarily must have a GPA which places them in the upper 12 percent of their class, but not below 3.50. Junior nominees must be in the upper three percent of the class. Other requirements are good character, sufficient breadth of liberal studies, and a knowledge of mathematics and a foreign language at least minimally appropriate for a liberal education. Consideration also is given to other evidence of intellectual achievement in liberal studies, such as outstanding honors work.

Other National Honor Societies

The following departments sponsor national honor societies:

Chemistry—	Iota Sigma Pi
	Phi Lambda Upsilon
Classics—	Eta Sigma Phi
Communication Studies—	Lambda Pi Eta
Computer Science—	Upsilon Pi Epsilon
Economics—	Omicron Delta Epsilon
French—	Pi Delta Phi
Geography—	Gamma Theta Upsilon
German Studies—	Delta Phi Alpha
History—	Phi Alpha Theta
Mathematics—	Pi Mu Epsilon
Political Science—	Pi Sigma Alpha
Psychology—	Psi Chi
Spanish—	Sigma Delta Pi

Student Support Services

Student Affairs

Student Affairs is an important part of the Macalester student experience. While many of these services provide for immediate day-to-day needs in areas such as health and housing, the goal of Student Affairs is to offer a variety of programs and services which enhance and supplement students' academic experience. The offices and programs described below provide opportunities for students to grow as individuals, to develop a greater sense of interdependence, as well as independence. Programs and activities are designed to encourage the balance of individuality and responsibility.

The Macalester College Student Government provides official representation for students in College governance, coordinates student action and allocates the student activity fees. The legislative body meets regularly throughout the year providing a forum for the expression of student opinions.

Macalester students have created over sixty organizations, and new ones are formed based on student interest. Student organizations are chartered through MCSG. Some of the organizations include: Adelante!, Latino students' group; Amnesty International; the Black Liberation Affairs Committee (B.L.A.C.); Queer Union; the Macalester International Organization (M.I.O.); Mac Christian Fellowship; Mac Conservatives; Mac Jewish Organization; Mac Peace and Justice Coalition; Feminists in Action (F.I.A.); MACTION, the community service organization; Macalester Ecological Society (MECOS); Activities and Campus Entertainment (A.C.E.); and Mac-Ultimate frisbee.

Music performance groups include the Concert Choir and Festival Chorale, Symphony Orchestra, Symphonic Band, Jazz Band and ensembles, the Flying Fingers (a folk music instrumental group), Pipe Band and Highland Dancers, chamber ensembles, Andean Music Ensemble, African Music Ensemble, and men's and women's *a capella* singing groups. Speech and Theatre groups include the Drama Club, the Debate Group and Macalester Forum, and the Organized Improvisation group.

Student media includes: the Mac Weekly newspaper, the Chanter literary magazine, WMCN-FM radio, the Banshee women's journal, and several other periodic publications.

Macalester's sports and recreation program is extensive, including intercollegiate, intramural, club, and recreational activities. Intercollegiate athletic programs compete in the MIAC and NCAA Division III. Men compete in baseball, basketball, cross-country, football, golf, soccer, cross country skiing, swimming, tennis, and track and field. Women compete in basketball, cross-country, golf, soccer, cross country skiing, softball, swimming, tennis, track and field, water polo, and volleyball. Club sports currently include crew, fencing, field hockey, lacrosse, men's volleyball, rugby, and ultimate frisbee.

Dean of Students

The Dean of Students serves as the chief student affairs officer of the College. The Dean is concerned primarily with the general welfare and collegiate life of

all students. The office is responsible for the Campus Center, Campus Programs, Campus Grievance Procedures and the Mediation Process, Career Development Center, Chaplain, Community Service, Disability Services, Health Services (health education, medical, and psychological), New Student Orientation, Residential Life, Student Government, Media and Student Organizations. The Dean and Associate Dean assist in answering any student or parent question related to College policies or procedures, and provide ombudsman services to students who have a specific problem or inquiry. The office maintains the personal records of all current students and alumni for eight years after graduation. The Dean serves as an *ex officio* member of the Academic Standing Committee.

Ruth Stricker Dayton Campus Center

The Ruth Stricker Dayton Campus Center opened in January 2001. The Campus Center provides the Macalester community a place to meet, celebrate, discuss, and interact. Student organizations, faculty and staff can take advantage of any of the six meeting rooms, lecture hall, television lounge, and multiple dining options. The Campus Center houses Document Services (copy center), Mailing Services (post office), the Highlander campus store, Campus Information, Central Reservations, the offices of five student organizations (Macalester College Student Government [MCSG], MACTION [community service], Activities and Campus Events [ACE], Residence Hall Association [RHA], and the media groups. In addition, the offices of Campus Programs/Center and Residential Life and the Student Organization Resource Center are located in the Eichhorn Student Activities Center on the second floor of the Campus Center.

Campus Programs

The staff of Campus Programs works with student leaders, faculty and staff to foster intentional learning outside of the classroom. Campus Programs, in collaboration with others, assist in the creation of social, cultural, recreational and educational programs for the campus community. In addition to working with various student organizations, the Campus Programs staff coordinates the programming activities of the Cultural House, ACE, the student program board. The staff is also responsible for coordinating Leadership Macalester, an ongoing program focused on leadership, group and individual development and issues of diversity. Finally, Campus Programs staff members coordinate reservations of Macalester College facilities, Summer Conferences and facility rentals.

Career Development Center

The Career Development Center assists students in the creation, interpretation and application of the educational experience to meet career goals.

Among some of the more common issues addressed by the Career Development Center are: choosing a major, finding summer, part-time, or full-time employment, deciding on and applying to graduate/professional school, building an experience base as an undergraduate in areas of leadership and involvement, doing a job search and the mechanics of that search, career

decision-making, building an experience base to support a strong professional beginning, developing a personal and professional network and applying a liberal arts degree to the workplace.

A comprehensive system of resources has been developed by the staff of the Career Development Center to address those and the other issues presented. Services offered include: one-on-one counseling, workshops, interest inventories, handouts, an extensive alumni network, a comprehensive career resource library, job listings, on-campus recruiters, job fairs, senior newsletter, computer-accessible employment resources, collaborations with other colleges and campus offices, other resources/services as requested by students, staff, faculty, and employers. A Web page has been developed for additional access (http://www.macalester.edu/cdc/).

The Career Development Center staff serve as advocates and as a resource for students, addressing personal, academic and professional concerns encountered by students during their four years at Macalester and beyond. The CDC is conveniently located in Kagin Commons along with Internships, Community Service, Learning Center, Lealtad-Suzuki Center, and the Lilly Project for Work, Ethics and Vocation. This support, combined with extensive opportunities to connect with alumni, employers, and graduate/professional schools, provides Macalester students with excellent opportunities to meet personal goals and put their degree to work.

Chaplaincy

The College is Presbyterian by tradition. The Chaplain, Associate Catholic, Protestant and Jewish Chaplains seek to offer support to students, faculty and staff of all faiths through their programming as well as by actively cooperating with religious communities within the Twin Cities. Believing that the religious dimension is an essential part of education and values formation, Macalester College offers many opportunities for growth in religious understanding and expressing religious faith. The Office of the Chaplain provides leadership in addressing issues of social, ethical and religious importance. It works with academic departments and student organizations to address these issues, particularly MACTION, which promotes community service, and The Council on Religious Understanding, which fosters interfaith dialogue in the College community. The Chaplaincy also provides pastoral counseling and appropriate professional referrals on-campus and off-campus.

The Weyerhaeuser Memorial Chapel houses the Chaplain and Associate Chaplains. The Chapel also provides activity space for the Macalester Christian Fellowship, Mac Catholics, and other student groups. The Muslim Students Association, in association with the Chaplaincy, maintains a mosque in the Chapel for weekly prayers and other activities. The Hebrew House is the location of Shabbat Services. Other traditions are celebrated on the campus regularly, and close relations are maintained with churches and religious leaders in the Twin Cities.

Community Service Office

The Community Service Office exists to promote an ethic of lifelong service to others. The office offers opportunities for civic engagement based on a philosophy of respect for others and reciprocal learning. Speakers, dinner discussions, reflection groups, trainings and leadership development events are offered to encourage open dialogue about critical issues of society. Programs are designed to teach students to work collaboratively with others different from themselves while developing civic competencies and habits. Over 80% of the student body participates in service to the community during their time at Macalester.

The college holds that academic excellence is closely related to the college principle of service to others. Viewing the local community as an extension of the classroom, coursework provides the context for the service-learning experience. Each semester several professors offer a service-learning option in their course.

The office develops relationships with local non-profit organizations and schools that utilize volunteers. A clearinghouse maintained in the office provides information on over 300 diverse community opportunities where students can provide service. The office also offers college vans for use by service groups sponsored by the college. Many students enjoy volunteering with their peers on a college sponsored service project on a one-time and/or weekly basis. Students work in a variety of issue areas including tutoring, economic justice, the environment, women's issues and English as a Second Language.

Students who are eligible for a financial aid award can apply to earn their award through the Off-Campus Student Employment Program. These students work in local non-profit organizations and meet as a group monthly for training and reflection. The program is open to sophomores, juniors and seniors. A limited number of positions are available each year. Students find that the positions provide them with a significant amount of time (8–12 hours per week) and resources to devote to a community issue. Interested students should pick up an application in the Community Service Office.

The Community Service Office is a resource to any individual, student group, academic department, or college office that would like to develop a service program or an educational event for the campus. A diversity of community-based learning options and service entry points are provided in order to fully integrate service to others into the fabric of the college.

Winton Health Services

Health Services provides a range of preventive and primary health care and education for Macalester students. Medical care, counseling, and health promotion are partnerships where students and professionals share commitment. Staff provide opportunities for students to gain the knowledge and develop the skills and attitudes necessary to make healthy lifestyle choices and to achieve personal and academic success.

Specific services provided include:

Counseling and Psychological. Short-term counseling services are offered. This includes personal counseling, crisis intervention, consultation with faculty, staff and students, educational programming and referral to on-campus and off-campus resources.

Medical. Out-patient ambulatory care for virtually any general medical problem is offered, including diagnosis and treatment for sick and injured students, with referral to other medical services as appropriate.

Health Promotion. Information, activities, events, resources, and referrals are offered to help students identify health choices and adapt new behaviors for a healthier lifestyle and community. Classroom presentations, small group workshops, student training, class project and literature resources are a few of the strategies employed.

Staff. The staff of Macalester Health Services includes a licensed psychologist and mental health counselors, a nurse practitioner, RNs, and Certified Health Education Specialist, as well as experienced support staff. A consulting physician is available one afternoon each week. Full staffing and services are available only during the academic school year; administrative services are available 12 months a year.

Requirements/Fees To insure the best health care possible, students **must** have a current health record and physical on file in Health Services before services can be provided. Additionally, Macalester College and the State of Minnesota require that immunization requirements be met in order to be enrolled for classes.

There are no charges for medical, psychological or education services provided by Health Services; students are charged only for laboratory services, immunizations, medications, and transportation to other medical facilities. Any medical, surgical or psychological services incurred outside the Health Services are the student's responsibility. All records and services provided are confidential.

Insurance

Macalester College requires all students maintain comprehensive personal health insurance. Information on health insurance plans and supplemental accident insurance is available from the Business Office and Health Services.

New Student Orientation

The New Student Orientation (NSO) program offers a three-day program to welcome and orient all new Macalester students. The New Student Orientation program strives to guide new students through the transition from high school to college by exploring and learning the expectations Macalester College holds for all students. Also, the NSO program provides specific programs for family members to increase understanding and offer insight into the development of their first year college student's potential experience. Campus Programs staff

works in conjunction with upperclass students to coordinate the New Student Orientation program.

Residential Life

Living on campus is an important part of a Macalester education. Macalester's residence halls provide students with opportunities to meet and interact with people very different from themselves, participate in new activities and learn how to manage the College environment. For this reason, the College expects all entering students to live on campus for two consecutive years. This does not apply to transfer students. The college requires housing for students in their first and second years on campus but does not guarantee housing for transfer or upperclass students.

Students live in 10 residence halls, 6 small houses, 5 language houses, and 1 cultural house located on the campus. Many halls include active clusters of students involved in academic theme communities and residential classes. Residence hall communities are broken down into primarily first and second year student living areas and then, upperclass living areas.

Macalester's residential life staff includes full-time, professional Hall Directors who are graduates of Master's degree programs in Student Personnel. These staff coach, train and supervise the team of undergraduate paraprofessionals who provide direct services to our students. Hall Directors are expected to be visible involved members of their residential communities and our student staff are campus leaders. All members of the staff are expected to work in collaboration with students, faculty and staff to provide opportunities and support to residents.

Opportunities for student involvement abound within the residence halls. Student governance in the halls is handled through Hall Councils. Hall Councils provide students with leadership opportunities in program and event planning, budget management, decision making and the creation and revision of policy. In addition, students are expected to be active in a variety of committees including food service advisory groups, weekend programming committees, facilities renovation task forces, etc.

Food Service

Macalester's dining services program is provided through contract service by Bon Appetit. Students who live in the residence halls are required to participate in a food service plan. Residential Life staff and members of the Food Service management team work together to provide a high quality food program in a pleasing dining atmosphere. Café Mac, located in the Campus Center, is the main dining room for students.

Academic Services

Computing

CIT, the office of Computing and Information Technology, coordinates the development and use of computer, network and telecommunications resources at Macalester. These resources include the campus-wide local area network, Internet connections, general-use desktop computing facilities, administrative and faculty computers, the College switchboard, and telecommunications systems. CIT maintains centralized servers for file storage, printing and electronic mail, as well as a Help Desk and locally-produced documentation for important features of these services.

Computers are used extensively throughout the curriculum, and Macalester provides student access to computer resources both for academic research/course work and for individual explorations. The College furnishes approximately 400 computers for student use; roughly 100 of these are available for general student use, in staffed computer labs located on the third floor of the Humanities building, in the basement of DeWitt Wallace Library, and on the lower level of Kagin Commons. These labs support a mixture of Apple Macintosh and Windows PC workstations, as well as networked printers. Students may borrow specially-configured notebook computers in the Library and Campus Center for wireless connection to the network. There are unstaffed, 24-hour labs in Dupre 253 and 353.

The remainder of student-use computers are dispersed through 19 academic departmental facilities dedicated to discipline-specific instructional objectives. These facilities include Linux-based laboratories in the Department of Mathematics and Computer Science, where students are taught introductory and advanced courses in programming (currently emphasized languages include C++, Java, Mathematica, Scheme and Prolog) as well as many other aspects of computer use and design. The Department of Economics uses a Macintosh-based teaching classroom to help students master econometrics, statistics and other mathematical tools. The Department of Psychology utilizes clusters of Macintoshes and PCs to aid students in quantitative methods and cognition. The Department of Biology maintains one teaching classroom and a number of small computer clusters to help students visualize and experiment with ideas presented in class. One of the laboratories in the Physics and Astronomy Department is equipped with microcomputers to permit real-time experimentation, and the observatory relies on high-end Linux workstations to gather and analyze astronomical data. Other academic uses of information technologies include mathematical modeling, CAD and 2-D print design, computational/statistical analysis, interactive multimedia language learning and musical composition.

Use of computers in support of Macalester's educational objectives is assisted by a wide range of facilities and initiatives. CIT maintains two computer classrooms for use by any instructor. These rooms are equipped with high-end PC and Macintosh computers, high-resolution data projectors and whiteboards. All academic classrooms are equipped with data ports so that faculty may

connect laptop or desktop computers to the network for instructional use. Several classrooms in academic buildings have been designated as "presentation" classrooms, and are fully equipped with projection and presentation devices, computers, laptop connections and specialized lighting controls. Major grants from the Andrew W. Mellon Foundation support faculty development of new classroom teaching approaches, augmented and strengthened with instructional technologies.

The College operates a high-speed local area network connecting all academic and administrative buildings, and the permanent residence halls. This network provides excellent capabilities for accessing the Internet. Students may bring and connect personally-owned computers to the network, which supports the most common modern network standards for both Windows and Macintosh computers. (Students are not required to purchase or own computers.) Permanent residence hall rooms are wired with one port per pillow.

In addition to the residence hall network connections, students are provided with voicemail boxes, access to a central e-mail server, access to file and print servers, networked storage space and accounts to utilize these services. Students may create their own Web pages. There is no extra charge for any of these services. To encourage individual ownership of desktop computers, the College makes it possible for students, faculty and staff to purchase computers at academic discounts. Check inside the Highlander retail area, located in the Stricker-Dayton Campus Center.

You can explore Macalester's resources and programs on the World Wide Web at http://www.macalester.edu using any Web browser. CIT's pages begin at http://www.macalester.edu/cit/

The Macalester Academic Excellence (MAX) Center

MAXimize your academic potential!

The MAX Center supports students so that they can do their best possible academic work. The MAX Center focuses on: a.) the disciplines of math, science, and writing; b.) the skills required for good time-management and study habits; c.) building a culturally diverse learning community; and d.) academic accommodations for students with disabilities. Free group and individual assistance is available in mathematics, biology, chemistry, writing, general learning skills, and time management, among other areas. Assistance is also available to students preparing for graduate school examinations and writing graduate school applications, capstone papers, honors projects, applications for scholarships and study-abroad opportunities, etc. The MAX Center provides these services for all members of the Macalester community, but also provides specific services to develop culturally and racially diverse academic learning communities. Among its projects, the MAX Center organizes Undoing Racism Workshops during the academic year. The MAX Center provides services to accommodate students with documented disabilities, as well. *The chief goal of the MAX Center is for each student to obtain maximum learning from the Macalester College experience, with an eye toward all students*

developing life-long skills and benefits. In order to achieve this goal, the MAX Center is committed to anti-racism in all of its efforts.

Library and Media Services

Macalester's library is located at the center of campus adjacent to Old Main. Completed in 1988 it provides study and research facilities, a computer lab, a digital imaging lab, internet connections, and personal reference and research assistance.

The library collection includes nearly 450,000 volumes, 1700 current paper periodical and newspaper subscriptions and over 1300 electronic journals. The library provides on campus and off campus access to more than 70 online indexes and databases, access to a wide range of Internet resources, electronic course reserve readings, and an interlibrary loan service that obtains books and articles from other libraries around the world. The library's rare book and archives features strengths in early twentieth century American authors, including a nationally prominent collection of Sinclair Lewis first editions. Coupled with a strong print and digital collection of resources the library offers personal reference and research assistance, individual and group library instruction, and access to MyInfo, the customizable campus portal which assists users in managing their personal information resources. All networked resources are accessible 24/7, on and off-campus. Macalester is a member of the CLIC consortium (Cooperating Libraries in Consortium) and shares an online catalog with the eight members. More information on the range of collections and services can be found on the library's web page at www.macalester.edu/library.

Media Services and the Humanities Resource Center provide educational media technology to support the Macalester academic program. In 1992, these departments, along with Computing Services and Information Technology, moved to state-of-the-art facilities in the new Humanities/Technology Center.

Video production, sound systems, photographic services and a full range of audiovisual equipment and materials are accessible to all students and faculty. In addition, new technologies such as international TV reception, satellite teleconferences, and an interactive language laboratory are now available. Media Services has a rapidly growing collection of over 6,000 videocassettes and DVD titles, which are accessible through the online catalog. More information about media services will be found on our web pages at www.macalester.edu/media.

Office of the Registrar and Student Academic Records

The Office of the Registrar and Student Academic Records is responsible for class scheduling, maintenance of academic records of all students, and the collection and dissemination of certain institutional data. In addition, the office administers all student registrations; processes changes of course registration and grading options; publishes fall and spring term final examination schedules; endorses teacher licensure applications; evaluates transfer credits; acts upon applications from students not seeking a degree from Macalester;

issues transcripts and statements certifying full-time attendance and/or good academic standing; and certifies to the faculty those students eligible for graduation.

Multicultural Affairs at Macalester

In December of 1998, the college developed a Plan of Action entitled "Advancing our Multicultural Agenda" for this area of campus life.

The College has established the Council for Multicultural Affairs to provide guidance and coordination for college initiatives related to multiculturalism. It is a faculty, staff and student group staffed by a Chair, Director and Assistant Director. All members of the college community share the responsibility for the college's multicultural agenda and the co-curricular offerings in this area.

The multicultural affairs program includes initiatives to augment college services for Native American, African American, Hispanic and Asian American students. The program offers a range of activities, support for student organizations, a mentor program for new students of color and the Culture House which provides a "home away from home" and a flexible programming space.

Macalester is committed to providing an undergraduate experience that prepares students to enter the multinational world of today.

The Council of Multicultural Affairs developed this statement of purpose and mission during Fall semester, 2001:

Macalester College Multicultural Mission: To foster cultural pluralism and diversity for the whole Macalester College Community.

Macalester College Multicultural Vision Diversity and Multiculturalism, in the full range of their definitions, are essential elements of an excellent liberal arts education in the 21st Century. With an increased domestic diversity in the United States and increasing global inter-relatedness everywhere, real communication and understanding across differences is essential for all fields of endeavor, for civic engagement, and for any person or institution seeking a beneficial leadership role in our society. To be meaningful and lasting, multiculturalism must be embodied in the practices and integrated into each and every level of any higher education institution seeking to provide such an excellent liberal arts experience.

The central issue of multiculturalism and diversity remains the coexistence of differing world views. The positive side of diversity is the creative interaction of these differences. Commitment to this creative interaction allows us to address race, racism, nationalism, ethnocentrism, sexism, heterosexism, religious intolerance, classism, ageism, ableism and all other oppressive ideologies. Intolerant ideologies continually manifest themselves as institutionalized violence, economic stratification, and repression. Human suffering demands an engaged world citizenry acting for meaningful change.

The educational mission of Macalester College must be a multicultural mission. Central to this mission is educating our whole community-faculty, staff, and

students; trustees, alumni, and donors-against racism and about cultural pluralism and diversity. We must successfully educate Macalester students to better understand how to live in our diverse world and how to engage in civil discourse as part of their civic engagement and service. This student education will only be achieved at its fullest level when the Macalester community engages in both multicultural education and its result-communication and understanding across differences-by example at all levels.

Services for Students with Disabilities

The College is committed to providing for the needs of all enrolled or admitted students. Students who have disabilities under Section 504 of the Rehabilitation Acts of 1973 and the Americans with Disabilities Act of 1990 should seek available assistance and make their needs known to the Disability Services Coordinator whose office is located in Winton Health Services. The College will make every effort for reasonable accommodations in providing the same opportunities for program and physical access to students with disabilities.

Safety and Security Information

The Annual Safety and Security Information Report required by the Student Right-to-Know and Campus Security Act and its amendments is available upon request from Macalester Security Department at 651-696-6278, the Admissions Office at 651-696-6367 or by visiting the annual crime report page at http://www.Macalester.edu/security/annual-crime-report-text.pdf. The report contains crime definitions, certain campus crime statistics, reporting procedures, prevention programs, and drug and alcohol policies.

Scholarships and Special Endowed Funds

Scholarships and Special Endowed Funds

The scholarships, loan funds, prizes, special endowment funds and endowed professorships listed on these pages have been created at Macalester College by the generous gifts of donors. Some of these funds have been contributed to allow the establishment of endowed professorships that further Macalester's commitment to the highest academic standards among the faculty. Income from funds contributed for prizes is awarded annually in recognition of a student's scholastic achievements, accomplishments and proficiency.

The income from other funds is awarded by the Macalester Financial Aid Office. The funds are awarded to outstanding students—usually juniors and seniors—who have applied for financial assistance and who demonstrate the need for this assistance in order to avail themselves of a Macalester education. (For information on financial assistance, consult the Admission, Expenses and Financial Aid section.)

Endowed Scholarships

Edna Ahrens (1964). Established by Edna A. Ahrens of Hutchinson, Minnesota, through a deferred gift for students of American Indian lineage.

Charles & Ellora Alliss—MN Charter Fund (1974). Established by the gifts of the Charles and Ellora Alliss Educational Foundation and George and Wilma Leonard, members of the Macalester Class of 1927, and supporting gifts from Mr. and Mrs. John S. Holl, Mrs. Reuel D. Harmon, Mr. and Mrs. Charles Thomes, Mr. and Mrs. Ray D. Johnson, and the Hoerner-Waldorf Company, for students from Minnesota who are highly qualified and merit admission to Macalester, but who may not be able to afford a private liberal arts education.

Chester A. Anderson (1988). Endowed by Dr. Chester A. Anderson, Class of 1941, this scholarship is to be awarded to a second year student majoring in science with an interest in pre-medical education. The student should be an American citizen with a grade point average of 3.0 or higher.

William J. Bell (1988). Established by the family and friends of the Reverend Doctor Bell, alumnus and trustee of Macalester College, to commemorate his life of service to humanity.

Violet Olson Beltmann (1967). Established by Albert A. Beltmann, Macalester Class of 1923, founder and former president, Beltmann North American Van Lines, St. Paul, in memory of Violet Olson Beltmann, Class of 1920. To be awarded to students majoring in chemistry.

Marilyn Benson (1996). Established by Marilyn C. Benson, Class of '55. To be awarded to one Macalester College woman student at the sophomore year and above who demonstrates academic excellence and financial need as defined by the College. The selected student may qualify for the scholarship in successive years by continuing to meet the stated requirements.

Roger Blakely (1998). Established through a bequest made by Dr. Roger Blakely, Class of 1943, a professor in the English department of Macalester College for over forty years. The scholarship will be awarded to one Macalester student at the sophomore year and above who is majoring in English and demonstrates academic excellence and financial need as defined by the College.

Verda M. Branch (2000). Established through a bequest from Verda M. Branch, Class of 1932, for students of color who major in economics, science, business-related or non-social science subjects.

Kenneth and Jane McMillin Breckner (1983). Established by Mr. Breckner, Class of 1938, in honor of his wife, Jane McMillin, founder of the Wilson School in St. Louis. Awarded to a student of good moral character from a middle income family, who without financial assistance could not afford a private liberal arts education.

George R. and Herman Brown (1975). Established by The Brown Foundation, Inc., Houston, Texas, and George and Wilma Leonard, Macalester Class of 1927.

Charles S. and Virginia Bryan (1997). Established by Donald G. Bryan through a bequest in his will in memory of his parents, Charles S. Bryan, Class of 1919, and Virginia Bryan.

Charles S. Bryan Family (1997). Established by Charles S. Bryan, Class of 1919, through a bequest in his will. To be awarded to a needy student or students of promising ability and scholastic aptitude.

Dr. Bonnie Busse Memorial (1999). Established in memory of Dr. Bonnie Busse, Class of 1948, this scholarship will reward students who aspire to enter the field of teaching and demonstrate academic excellence.

Mike Carr (1986). Established by Michael L. Carr, Class of 1973, in appreciation of his Macalester experience. To be awarded to a student, working within any area of study, needing financial assistance. First consideration is to a Native American, with preference to those whose home is on a reservation.

Eleanor Wallace Caswell (1989). Established by Sara Knapp in memory of her sister, Eleanor Wallace Caswell. To be awarded to any Macalester College student needing financial aid.

Jean M. Chisholm and Ruth C. Gillespie (1999). Established by Jean M. Chisholm, Class of 1926, and Ruth Chisholm Gillespie, Class of 1930, to award scholarships to worthy Macalester students in their junior or senior years majoring in international studies or related subjects.

Class of 1932 (1982). Established by members of the Macalester Class of 1932 at their 50th reunion.

Class of 1938 (1989). Awarded to a worthy student from a middle-income family.

George W. Davis Memorial in Religion (1959). Established by Ethel Mary Davis in memory of her husband. This fund is awarded by the department of religious studies to juniors (for use in their senior year) who in the judgement of the department have attained the highest degree of excellence.

Paul and Helen Davis (1981). Established by Paul H. Davis, who served on the Macalester Board of Trustees 1968-1971. To be awarded to a male student interested in either business or college administration as a career.

Harland DeBoer Family (1988). Established by the Harland DeBoer family. This scholarship shall be awarded in amounts designated by the financial aid office with first preference for junior or senior student(s) of good character and pursuing studies in the fields of religious ministry, medicine, psychology or education.

Lawrence C. Dewey (1998). Established by Lawrence C. Dewey, Class of 1950. The fund will support a sophomore, junior or senior student each year who has distinguished herself/himself in her/his academic endeavors and has demonstrated financial need. Preference will be given to students pursuing a major in economics.

J. Isabella Dodds (1999). Established by Ethelmae Dodds Fogelberg, Class of 1923, in honor of her sister, J. Isabella Dodds.

Daniel W. and Helen M. Doty (1975). Established by Margaret M. Doty, dean of women and professor of English (1920-60), in memory of her parents.

John M. Dozier (1974). Established by members of the Macalester Board of Trustees in tribute to John M. Dozier, Macalester Vice President (1966-1974), to be awarded on the basis of merit to students expecting to major in economics and related arts of business administration. Students may be nominated for the Dozier Endowed Scholarship by the faculty of the department of economics using criteria of demonstrated competence, achievement, class standing, and interest in a career in financial or business administration.

Eastman, McCoy and Ramsey Fund (1998).

Field Enterprises Educational (1959). Established by Marshall Field, Jr.

Clark and Alice Fletcher (1992). Established in 1992 by Kingston Fletcher and Sara Fletcher Luther in honor of their parents. Clark Fletcher served with distinction as a trustee of Macalester College from 1935 to 1943.

Fredrickson Family Fund (1991). Established by the estate of Larry R. Fredrickson, Class of 1966, and memorial gifts from family and friends, to assist rural Minnesota students that are coming from locations in Minnesota outside the Twin Cities and surrounding suburban metropolitan area in furthering their education based on their academic achievements.

Louis Daniel Frenzel, Jr. (1986). Established by former students to honor Dr. Frenzel, professor of biology at Macalester from 1957 to 1969. Awarded to a third or fourth year student chosen by the biology faculty to participate in special programs of field biology during the summer.

John Galt (1988). Established by a financial aid recipient from the Class of 1973 for students majoring in physics or mathematics in good academic standing with a grade point average of at least 3.0.

Mary Schultz Gray and Ward Gray (1986). Established by a bequest from Mary Schultz Gray in recognition of her interest in the future of Macalester College and of the service to the College by her husband Ward Gray, Class of 1922.

Edith A. Haigh (1982). Established through a deferred gift by Miss Haigh, Class of 1915, and by gifts from her sister, Marion E. Haigh, Class of 1921.

William Randolph Hearst (1991). Established in 1991 through a grant from The Hearst Foundation, Inc., this fund supports financially disadvantaged Macalester undergraduates by reducing the loan component, and thereby increasing the direct grant portion of their financial aid packages.

Richard F. and Sylvia S. Hockel (1977). Established by Mr. and Mrs. Richard F. Hockel of Champlin, Minnesota, a fiftieth anniversary gift to Mr. Hockel's Class of 1927.

Genevieve H. Jenkins Macalester College (1985). Established through a bequest in the will of Roland G. Jenkins and his daughter, Genevieve H. Jenkins. For students who are U.S. citizens, selected on the basis of ability, need and interest, who are taking pre-medical courses in preparation for entrance into medical school.

Julia Elizabeth Kagin (1998). Established by Julia E. Kagin, Class of 1937. Awarded to a senior student majoring in religious studies.

Robert J. Keith (1973). Established by the Pillsbury Company, Minneapolis, in memory of its late chairman and chief executive officer. Mr. Keith was a member of the Macalester College Board of Trustees.

Den E. Lane and Elsie J. Lane (1977). Established by Elsie J. Lane. For upperclass students majoring in religion, economics and business education, and all areas of the liberal arts.

Catharine Deaver Lealtad (1983). Established for needy students by Dr. Lealtad, Class of 1915, the first Black woman graduate of the College.

Henry K. Makino Memorial (1991). Established by Henry K. Makino, Class of 1947, of Minneapolis, Minnesota by a bequest from his estate and numerous personal friends. For scholarships to be awarded annually to Macalester students majoring in any field of fine arts, religion and/or chemistry.

Alice and Alberta Matthews Memorial (1981). Established through a bequest from Alice M. Matthews, a friend of Macalester College.

The McKnight Foundation Minority (1975). Established by the Foundation for Black, Spanish-speaking, or Native American students.

Charles E. Merrill Trust (1980). Established by The Charles E. Merrill Trust. To be awarded to qualified, but needy, community college graduates.

Robert A. Morgan '50 (2000). Established by Dr. Robert A. Morgan, Class of 1950, and the Westminster Presbyterian Church of Austin, Minnesota, in honor of Dr. Morgan's retirement as pastor in 1992 and in honor of his Macalester 50th Reunion anniversary in 2000.

Roger K. Mosvick (2000). Established by former students of Dr. Roger K. Mosvick, Class of 1952, Judge Jack Mason, Class of 1960, and Mr. James Fahlgren, Class of 1960, in recognition of his contributions to the development of the Department of Communications Studies and his over forty years of service to Macalester College. To be awarded to a sophomore, junior or senior with preference given to a student pursuing a degree in communications studies, who has distinguished himself/herself in his/her academic endeavors and has a demonstrated financial need.

David Strong Nicholson (1977). Established by family and friends in memory of David Strong Nicholson, trustee of Macalester (1972-77). Awarded to a freshman in residence. Continued for four years with satisfactory academic progress.

Jean Stoneman Nippoldt (1997). Established through a gift from Bert Nippoldt, Class of 1944, in memory of his deceased wife on the occasion of her 50th Reunion. The Jean Stoneman Nippoldt Endowed Scholarship Fund will provide financial assistance to students expressing a career interest in community and/or social service.

Duane D. Nowlin (1988). Established by Dr. Duane D. Nowlin to provide general scholarship assistance for Macalester students.

Erna O'Gordon (1989). Established by Clarence O'Gordon, Class of 1913, in honor of his wife, Erna O'Gordon. To be awarded annually to students in need of financial aid.

Parent 1988 Resident Advisor (1989). Established anonymously by the parents of a 1988 graduate in grateful recognition of the positive influence of the resident advisor system on their daughter.

J. Falconer Paterson and K. Paterson (1996). Established through the estate of Katherine K. Paterson to assist needy students, with a preference given to those students interested in entering optometry as a profession.

Professors of the 1950s (1997). Established to encourage a sophomore, junior, or senior who shows high overall intellectual promise. Preference shown for individuals who have demonstrated an interest in the life of the College.

Doug Riley Family (1998). Established through a gift from the Doug Riley Family Foundation by H. Douglas, Class of 1971, and Karen Riley to provide scholarship support to a deserving student of high academic standing during the junior and senior year. A preference will be given to an economics major or any student who has demonstrated an interest in entering the business world, especially as an entrepreneur. Students receiving this scholarship will be known as Riley Scholars.

Miriam Ritter (1996). Established by Miriam Gottenborg Ritter, Class of 1948. To be awarded to a student at the sophomore year and above with first preference given to a student who hails from Indiana and demonstrates financial need as defined by the College. If this first preference cannot be met, a student who hails from Minnesota and demonstrates financial need as defined by the College will receive the award.

The St. Paul Companies, Inc. (1976). For students with scholastic promise who without financial assistance could not afford a private, liberal arts education.

Bertha Hestad Swenson and Evelyn Dreier Deno (1999). Established by David J. Deno, Class of 1979, in honor of his grandmothers, Bertha Hestad Swenson and Evelyn Dreier Deno; with preference to a student from the upper Midwest with an interest in community service.

Ruth and Vernon Taylor (1961). Established by the Ruth and Vernon Taylor Foundation, San Antonio, Texas.

James E. Tripp (1968). Established by Mr. and Mrs. Oakley Tripp, Class of 1912, to be used for a student from a minority group (Native American or African-American) or, on occasion, for an international student.

Dorothy Neibel Whitson (1998). Established by Dorothy Neibel Whitson, Class of 1931, and her husband, Lee S. Whitson, to provide financial assistance to students on the basis of academic qualifications, performance and demonstrated financial need.

Olive Bergland Will and Virginia Will Martin (1987). Established by Buel R. Will in honor of former Macalester faculty member, Olive Berglund Will, and his daughter, Virginia Will Martin. To be awarded to a full-time student who is a United States citizen and who maintains a 3.0 grade point average.

Margaret Mohr Winters (1990). Established by the Rev. and Mrs. Frank Mohr, Jr. in honor of their daughter Margaret Mohr Winters, Class of 1980. Preference given to a sophomore, junior, or senior with a strong academic record who demonstrates financial need and who has declared any combination of a major and minor in any of the humanities and natural sciences.

Winton Excellence (1966). Established by Helen Winton Jones, David Winton, and Charles J. Winton, Jr. Students from the Minnesota Iron Range are given preference.

David J. Winton Memorial (1981). Established by his wife, Katherine D. Winton, in loving memory of David J. Winton, who served on the Macalester College Board of Trustees (1937-81) and as its chairman (1947-49).

Elizabeth M. Wyman (1980). Established by Mr. and Mrs. J. Humphrey Wilkinson in honor of their granddaughter, Elizabeth M. Wyman, Class of 1975.

The following endowed scholarships were funded in part or fully by DeWitt Wallace. Many of them are the result of a challenge Mr. Wallace made, whereby he matched contributions to endowed scholarships:

3M (1967). Established by the Minnesota Mining and Manufacturing Company of St. Paul. Principal, $25,000.

Anstice T. Abbott (1962). Established by the national Wood's School Alumnae Association for an elementary education major. Principal, $11,420.

Roy C. Abbott (1958). Established by the former treasurer of the Reader's Digest Association, Inc. Principal, $2,500.

Barclay Acheson (1959). Established by members of his family in memory of Dr. Acheson, who was director of Near East Relief and, later, of the International Editions of the Reader's Digest. A 1910 graduate of Macalester, he served on the Board of Trustees (1937-57). Principal, $29,626.

William R. Adams (1959). Established by William R. Adams, president of St. Regis Paper Company. Principal, $5,000.

Admirer of Wallace (1968). Established by an anonymous donor to honor DeWitt and Lila Wallace. Principal, $5,000.

Horace M. Albright (1961). Established by Horace M. Albright, nationally known conservationist and former director of National Park Service. Principal, $5,000.

Alexander International Education Fund (1964). Established by Hugh S. Alexander, Macalester Class of 1899, his wife, Florence A., and his daughter, Vida R., Class of 1927. Principal, $155,506.

Hugh S. Alexander (1957). Established by friends and former students of Dr. Alexander, professor of geology at Macalester. Principal, $4,166.

Isabelle Strong Allen (1962). Established by John W. Leslie, chairman of the board, Signode Steel Strapping Company, Chicago, Illinois. Principal, $17,500.

Alumni Board (1958). Established through the generosity of DeWitt Wallace, directors of the 2001/02 Alumni Association Board of Directors and former directors, and members of the Class of 1973, to support students who qualify for financial aid and are selected by the director of financial aid. Principal, $46,739.

Alumni Memorial (1958). Established by former Macalester students. Principal, $22,768.

American Cyanamid Company (1962). Established by the American Cyanamid Company. For upperclassmen who are taking a premedical course in preparation for entrance to a medical school. Principal, $50,000.

American Friends of the Middle East (1963). Established by American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $7,500.

William R. Angell Foundation Biology Scholarship (1957). Established by the foundation in Detroit named for the president of Continental Motors Corporation, Muskegon, Michigan. For students majoring in biology. Principal, $17,400.

David G. Baird (1967). Established by the Winfield Baird Foundation at the suggestion of New York banker David G. Baird. Principal, $262,500.

Julian Baird (1967). Established by the First National Bank of St. Paul to honor its former president who served as Under Secretary of the Treasury under President Eisenhower. Principal, $25,240.

Clarence D. Baker—Dr. James Wallace (1958). Established by Harry D. Baker, president of the Baker Land and Title Company of St. Croix Falls, Wisconsin, in memory of his brother, Clarence D. Baker, Class of 1898, and of Macalester's fifth president, Dr. James Wallace. To be paid twice annually, when most needed by beneficiaries, to deserving rural students with satisfactory scholastic records and outstanding reputation for industry and integrity, and who show determination to make their own expenses as far as possible. Principal, $12,500.

George F. Baker Trust (1967). Established by the George F. Baker Trust of New York City. For young men and women of the highest overall promise. Principal, $250,000.

Baldwin Paper Company (1963). Established by the Baldwin Paper Company of New York City. Principal, $14,000.

Bruce Barton (1957). Established by the New York advertising executive, author, and former United States Representative. For a student of high scholastic standing who has shown unusual qualities of leadership. Principal, $21,750.

William Benton (1957). Established by the chairman of the board of Encyclopedia Britannica and former United States Senator and Assistant Secretary of State. For students of unusual ability who plan a career in government. Principal, $26,000.

Frank Stanley Beveridge (1958). Established by the Frank Stanley Beveridge Foundation in memory of the founder of Stanley Home Products, Westfield, Massachusetts. Principal, $5,000.

Frank M. Bitetto (1964). Established by Frank M. Bitetto, Thunder Hill Drive, Stanford, Connecticut. Principal, $2,500.

Douglas M. Black (1959). Established by Douglas M. Black of Doubleday & Company, Inc., book publishers, New York City. Principal, $6,000.

Eugene R. Black (1959). Established by the former president of the International Bank for Reconstruction and Development, Washington, D.C. Principal, $3,250.

Frederick O. Bohen (1959). Established by the chairman of the Meredith Publishing Company, Des Moines, Iowa, publishers of Better Homes and Gardens and Successful Farming. Principal, $5,000.

Lee H. Bristol Memorial (1962). Established by the former chairman of the board of Bristol-Myers Company. Principal, $13,695.

Charles H. Brower (1963). Established by the chairman of the board of Batten, Barton, Durstine and Osborn, Inc. Principal, $10,500.

Burlington Northern (1967). Established by the Northern Pacific Railway Company of St. Paul. Principal, $25,000.

John S. Campbell (1959). Established by Mr. Campbell, Class of 1913, and former president of Malt-O-Meal Company of Minneapolis. Principal, $33,250.

Cass Canfield (1965). Established by the former chairman of Harper & Row, New York City. Principal, $5,000.

George E. Carlson (1964). Established by Robert W. Carlson, president of the Minnesota Rubber Company, in honor of his father. For a student majoring in one of the natural or physical sciences, with preference given to children of employees of the Minnesota Rubber Company. Principal, $100,000.

Dale Carnegie Memorial (1959). Established by Dorothy Carnegie, president of Dale Carnegie and Associates, Garden City, New York. Principal, $38,000.

Bennett Cerf (1959). Established by the chairman of Random House Book Publishers for students majoring in English literature. Principal, $14,500.

George Champion (1964). Established by the chairman of the board of Chase Manhattan Bank, New York City. Principal, $7,000.

Chemical Bank (1967). Established by the Chemical Bank of New York City. Principal, $25,000.

Colby Mitchell Chester (1958). Established by the chairman of the board of General Foods Corporation, New York City. Principal, $11,809.

Church Vocation (2001). To be awarded to a student majoring or intending to major in religious studies, with preference given to students planning a vocation in Christian service, preferably Presbyterian. Established by combining four scholarships endowed in 1926, 1953, 1963 and 1965 by the congregations of First Presbyterian Church of Merriam Park, Merriam Lexington Presbyterian Church and Macalester Presbyterian Church—made possible by the merger in 2000 of Merriam Lexington Presbyterian Church and Macalester Plymouth United Church. Principal, $24,125.

Blake Clark (1963). Established by Mr. Clark, Capitol Car Distributors, Ltd., Takoma Park, Maryland. Principal, $5,000.

Glenn Clark (1963). Established by friends and alumni in memory of Professor Clark, chairman of the English department and track coach at Macalester (1912-44). Principal, $114,819.

Class of 1927 (1957). Established by members of the Macalester Class of 1927. Principal, $6,190.

Class of 1960 (1960). Established by members of the Macalester Class of 1960. Principal, $21,191.

Class of 1962 (1962). Established by members of the Macalester Class of 1962. Principal, $3,039.

Class of 1963 (1963). Established by members of the Macalester Class of 1963. Principal, $4,151.

Homer P. Cochran (1963). Established by the senior vice president of the Morgan Guaranty Trust Co., New York City. Principal, $10,000.

William Rogers Coe (1967). Established by the New York financier for a student interested in American studies. Principal, $12,500.

A. L. Cole (1957). Established by the vice president and director of the Reader's Digest Association, Inc. Principal, $36,000.

Colgate-Palmolive Company (1967). Established by the Colgate-Palmolive Company, New York City, for male students who plan a business career. Principal, $12,500.

John C. Cornelius (1958). Established by the Minneapolis advertising executive and former president of the American Heritage Foundation. Principal, $5,700.

Edwin V. Coulter (1961). Established by Multi-Clean Products, Inc., St. Paul, Minnesota, to honor its president. Principal, $14,250.

Mary M. Coulter (1971). Established by bequest in the will of Edwin V. Coulter to honor his wife. Principal, $10,000.

Gardner Cowles (1971). Established by the chairman, Cowles Communications, Inc. Principal, $24,000.

Ira L. Crawford (1903). Established by his brothers and sisters in memory of Ira L. Crawford, a pioneer of Rock County, Minnesota. Principal, $2,500.

Charles A. Dana (1962). Established by the industrialist. Awarded only to students in the upper three classes of the College. Principal, $50,000.

Victoria David Memorial (1960). Dr. David, orthopedic surgeon, Houston, Texas, Class of 1913. Principal, $26,000.

May Davie (1968). Established by Mrs. Preston Davie of New York City. Principal, $4,916.

George W. Davis (1959). Established by DeWitt Wallace in honor of George W. Davis. Awarded to students with good academic records who need special financial help to attend Macalester. Principal, $8,091.

George and Margarita Delacorte (1964). Principal, $750.

Walter H. and Lydia Juenemann Deubener (1964). Established by the Deubener-Juenemann Foundation and named for Mr. and Mrs. Deubener, who developed the paper shopping bag. Principal, $49,100.

Walter F. Dillingham (1957). Established by the Honolulu industrialist. Principal, $25,000.

Cleveland E. Dodge (1959). Established by Mr. Dodge, a director of Phelps Dodge Corporation, copper company, New York City. Principal, $28,500.

Albert Dorne (1964). Established by the president of the Famous Artist Schools, Inc., Westport, Connecticut, and New York City. Principal, $12,034.

Margaret M. Doty (1960). Established by Miss Ann Elizabeth Taylor, Class of 1910, Austin, Minnesota. Principal, $15,943.

Carl A. and Katharine D. Dreves (1965). Established by Mr. Dreves on Mrs. Katharine D. Dreves' seventy-fifth birthday. Principal, $25,000.

Carl and Margaret Dreves (1963). Established by Mr. Dreves, a retired St. Paul businessman. Principal, $27,711.

Margaret Weyerhaeuser Driscoll (1960). Established by Mrs. Walter B. Driscoll, member of the Macalester Board of Trustees since 1946. Principal, $7,025.

Pendleton Dudley (1957). Established by the senior partner of Dudley-Anderson-Yutzy of New York City, who was known as dean of the public relations profession. For an unusually talented young man who aspires to be a teacher. Principal, $19,000.

Colonel and Mrs. Edward P. F. Eagan (1964). Established by Colonel and Mrs. Eagan of New York. Colonel Eagan, an attorney, was head of the People-to-People Sports Committee, Inc. Principal, $12,500.

Frederick H. Ecker (1958). Established by the president and chairman of the Metropolitan Life Insurance Company. Principal, $6,500.

Charles Edison (1957). Established by the former governor of New Jersey, former Secretary of the Navy, and son of the inventor Thomas Edison. For a student of unusual promise interested in a career in science. Principal, $19,500.

Edwin S. Elwell—Middle East (1964). Established by Mr. Elwell and the directors of the American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $30,000.

Ettinger Foundation (1961). Established by the Ettinger Foundation. Principal, $5,000.

Harvey S. Firestone, Jr. (1960). Established by the former chairman of the Firestone Tire and Rubber Company. Principal, $20,400.

First Presbyterian Church, Lake Crystal (1960). Established by the Presbyterian Church of Lake Crystal with money received from the R.G. James estate. Principal, $3,150.

Raoul H. Fleischmann (1959). Established by the president and chairman of The New Yorker. Principal, $10,000.

Henry N. Flynt (1967). Established by Mr. Flynt, an attorney from Greenwich, Connecticut. Principal, $12,500.

Edythe B. Follett (1958). Established by the Follett College Book Company of Chicago, in honor of the wife of the company's founder. Principal, $7,756.

D. Fraad, Jr. (1959). Established by the chairman of the board of Allied Maintenance Corporation, New York City. Principal, $8,000.

Wilfred Funk (1957). Established by Mr. Funk, New York City book and magazine publisher, for a student of unusual ability. Principal, $10,000.

General Electric Foundation (1966). Established by the General Electric Foundation for students majoring in chemistry. Principal, $40,000.

General Foods Fund (1962). Established by the manufacturers of cereals and packaged foods. Principal, $25,000.

Robert B. Gile-Middle East (1963). Established by Mr. Gile and the direcors of the American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $10,000.

Robert and Jean Gilruth (1964). Established by Dr. Robert R. Gilruth, head of the Manned Space Center, who was responsible for selecting and training astronauts for Project Mercury. To assist a student majoring in the physical sciences or one working on a special science project. Principal, $5,000.

Bernard F. Gimbel (1963). Established by the chairman of the board of Gimbel Brothers, Inc., New York City. Principal, $25,200.

Samuel Goldwyn (1962). Established by the chairman of the board, Samuel Goldwyn Productions, Inc. Principal, $10,000.

Grace Presbyterian Church (1961). Established by the Women's Association of Grace Presbyterian Church of Minneapolis and George P. Leonard of California. Principal, $2,850.

William T. Grant (1956). Established by the chain store executive of New York City. For a student of outstanding academic achievement. Principal, $20,000.

Arthur E. Griffiths (1960). Established by Mr. Griffiths, Candlewood Isle, Connecticut, and Sarasota, Florida. Principal, $15,400.

Ruth and Fred Guinzburg (1961). Established by Mr. and Mrs. Guinzburg, New York City. Principal, $5,000.

Dr. Douglas L. Guy 1949 (1965). Established by James Todd Guy, attorney at law, Milwaukee, Wisconsin, Class of 1908, in memory of his son, Class of 1949. Principal, $5,000.

James Guy (1960). Established by James Todd Guy, attorney at law, Milwaukee, Wisconsin, Class of 1908, in memory of his father, who was a member of the College staff at the turn of the century. Principal, $2,500.

John P. Hall (1961). Established by Dr. L. Margaret Johnson, Class of 1921, in memory of Professor Hall, registrar and professor of Greek (1897-1945), baseball coach, and men's Glee Club director. Principal, $7,113.

John W. Hanes (1957). Established by the New York and North Carolina financier and former Securities Exchange Commissioner and Under Secretary of the Treasury. Principal, $22,500.

Charles Hattauer (1958). Established by the New York dental surgeon. Principal, $8,000.

Heegaard Family (1960, 1965, 1982). The Heegard Family Endowed Scholarship Fund is actually three scholarships combined. The G. L. Heegaard Scholarship, was established by the Minneapolis industrialist, who was a student at Macalester's Baldwin Academy. The G.L. Heegaard Memorial Scholarship, was established in memory of their grandfather; and the William R. Heegaard and John C. Heegaard Scholarship, was established in memory of their father, William, and their brother, John, by William, Roger, John, David, and Peter Heegaard. Principal, $31,829.

Henry H. Henley, Jr. (1967). Established by Cluett, Peabody Co., Inc., of New York to honor their president. Principal, $10,500.

Mell and Lydia Hobart (1964). Established by Mell W. Hobart, Class of 1908, and former Macalester Trustee, in memory of his wife, also a Macalester graduate, and supplemented by Ministers Life and Casualty Union. Principal, $28,000.

Oveta Culp Hobby (1964). Established by the president and editor of the Houston Texas Post. Principal, $11,000.

Marvin J. Hofius (1961). Established by an anonymous donor, friends, and alumni in memory of Marvin Hofius, Class of 1957. Principal, $5,928.

Arthur Bristow Hood (1962). Established by family and friends in memory of the vice president of Ralph L. Smith Lumber Company, Class of 1916. Principal, $3,945.

Warren C. Hunter, Jr. (1958). Established by Dr. Warren C. Hunter of Portland, Oregon, in memory of his son, Warren, Class of 1952. For a student who has genuine interest in public affairs, majoring in social sciences with emphasis in political science. Principal, $10,954.

IBM (1965). Established by International Business Machines Corporation, to be awarded to students majoring in mathematics. Principal, $40,000.

Dr. and Mrs. Kano Ikeda (1960). Established by Dr. Charles W. Jarvis, Class of 1942, St. Paul physician, in memory of Kano Ikeda, M.D., chief pathologist at the Charles T. Miller Hospital and member of the Macalester faculty. For a student majoring in medical technology. Principal, $5,439.

International Paper (1963). Established by the International Paper Company, New York City. Principal, $27,500.

J. H. (MO) (1959). From an anonymous donor in Missouri. Principal, $48,000.

Howard Johnson (1958). Established by the chain restaurant executive of New York City. Principal, $65,600.

Julia M. Johnson (1959). Established by DeWitt Wallace in memory of Mrs. Julia M. Johnson, first woman professor at Macalester (English Literature, 1898-1935) and first dean of women. Principal, $8,215.

Eric Johnston (1958). Established by the motion picture executive. Principal, $17,500.

Howard A. Johnston (1963). Established by the motion picture executive. Principal, $7,700.

Richard U. Jones (1959). Established by alumni and friends in memory of Richard U. Jones, dean of the College (1917-36) and chairman of the chemistry department (1903-41). Principal, $20,353.

Walter H. Judd (1963). Established by the former Minnesota congressman for a student who is concentrating on studies in government or international relations. Principal, $11,000.

Edwin Kagin (1960). Established by Dr. and Mrs. William H.A. Watson and other former students and friends of Dr. Kagin, professor of religion (1926-52). Awarded to a junior who is preparing for a church vocation. Principal, $24,377.

Mary Frances Johnstone Kagin Memorial (1966). Established by her husband, Dr. Edwin Kagin, relatives, and friends. To be awarded to a student planning a full-time church vocation, for use during the sophomore year. Principal, $23,570.

Henry J. Kaiser Family Foundation (1959). Established by the Henry J. Kaiser Family Foundation of Oakland, California, and named for the industrialist and builder. For a premedical student who qualifies on the basis of ability, character, and financial need. Principal, $20,000.

Dr. William H. Kendall (1960). Established by Dr. Kendall, a clergyman of Florissant, Missouri, Class of 1904. Principal, $2,500.

James R. Kirby (1960). Established by Mr. Kirby, educator from Casper, Wyoming, Class of 1951. Principal, $7,600.

Julius Klein (1959). Established by the consultant of Latin American governments and former United States Secretary of Commerce. Principal, $5,000.

Walter Knott (1964). Established by the founder of Knott's Berry Farm and Ghost Town, Buena Park, California. Principal, $20,000.

Edward Lamb (1966). Established by Mr. Lamb, Toledo, Ohio, lawyer and business executive. Principal, $77,363.

Thomas S. Lamont (1963). Established by Mr. Lamont, a director of the Morgan Guaranty Trust Company. Principal, $10,000.

Mary Woodard Lasker (1964). Established by Mrs. Albert D. Lasker of New York City. Principal, $13,500.

Justus Baldwin Lawrence (1964). Established by the chairman of the International Fact Finding Institute, New York City, as a memorial to his wife, Mary Peace Lawrence. Principal, $10,235.

Robert Lehman (1964). Established by Robert Lehman of Lehman Brothers, New York City. Principal, $10,000.

Barry T. Leithead (1963). Established by the president of Cluett, Peabody & Company, Inc., New York City. Principal, $13,000.

George P. Leonard (1960). Established by Mrs. George P. Leonard, Class of 1927, Stinson Beach California, in honor of her husband. Principal, $33,255.

Mrs. William Leonard (1959). Established by Mr. and Mrs. George P. Leonard, Class of 1927, Stinson Beach, California, in memory of Mr. Leonard's mother. Principal, $16,725.

Wilma F. Leonard (1958). Established by George P. Leonard, Class of 1927, Stinson Beach, California, in honor of his wife. Principal, $41,563.

Hobart and Edith Lewis (1960). Established by Mr. and Mrs. Hobart Lewis of Katonah, New York. Principal, $7,000.

Walter A. Lienke (1961). Established by his bequest and supplemented by the members of his family and friends. To be awarded to a student majoring in music. Principal, $9,560.

E. H. Little (1958). Established by the former chairman of the Colgate-Palmolive Company, New York City. Principal, $13,500.

Samuel E. Lowe (1965). Established by Paul Lyle, executive vice president, Western Printing and Lithographing Company, Racine, Wisconsin. Principal, $7,060.

Henry R. Luce (1962). Established by the founder of Time, Life and Fortune magazines. Principal, $54,600.

Roswell Magill (1958). Established by the president of the Tax Foundation, partner in the New York law firm of Cravath, Swaine and Moore and former Under Secretary of the Treasury. Principal, $5,000.

William H. and Helen Hoye Mahle (1964). Established by Mr. and Mrs. William H. Mahle, Classes of 1936 and 1934. Principal, $24,469.

MANDO (1959). Established by Minnesota and Ontario Paper Company, predecessor of Boise Cascade. To be awarded with preference to students from International Falls, Minnesota, and Fort Frances and Kenora, Ontario. Principal, $6,000.

Marsh and McLennan (1967). Established by the New York City insurance brokers. Principal, $10,000.

Edward Everett McCabe (1920). Established through a bequest in the will of Mr. McCabe, Class of 1914, who was a lieutenant in the U.S. Aviation Corps, World War I, and the first Macalester alumnus to leave a legacy to the College. Principal, $2,500.

Anne Wunderlich McClure (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, $269,365.

Norman H. McRae and Loren R. Jestus (1957). Established by alumni, family and friends in memory of Norman H. McRae, who was superintendent of buildings and grounds at Macalester (1924-43), and then founded Multi-Clean Products, Inc., manufacturers of floor and building maintenance equipment, and in memory of Norman's son-in-law, Loren R. Jestus, Class of 1940. Principal, $10,811.

Mead Corporation (1965). Established by the Mead Corporation, Dayton, Ohio. Principal, $10,000.

Agnes E. Meyer (1965). Established by Mrs. Meyer, Washington, D.C. Principal, $9,000.

James A. Michener (1968). Established by the author. Principal, $5,000.

Jeremiah Milbank (1962). Established by Mr. Milbank, a New York City corporation executive. Principal, $26,000.

Roger Milliken (1962). Established by the president of Deering-Milliken, Inc., textile manufacturers. Principal, $15,520.

Minnesota Rubber Company (1968). Established by Robert W. Carlson, president of the Minnesota Rubber Company, in honor of his father. For a student majoring in one of the natural or physical sciences, with preference given to children of employees of the Minnesota Rubber Company. Principal, $100,000.

Mobil (1967). Established by Mobil Oil Corporation to be awarded to promising upperclass students interested in pursuing chemistry, physics or business as a career. Principal, $25,000.

Lois and James Monahan (1958). Roving editors of the Reader's Digest. Mrs. Monahan writes under the name Lois Mattox Miller. Principal, $8,500.

Moore-Middle East (1963). Established by Mrs. Allan Q. Moore and the directors of the American Friends of the Middle East, for a student attending Macalester from a Middle Eastern country. Principal, $16,666.

Malcolm Muir (1962). Established by Mr. Muir, a director of Newsweek magazine. Principal, $5,000.

James Mulvey Memorial (1922). Established by the Misses Jessie and Edna Mulvey in memory of their father, James Mulvey, a lumberman. For a student commited to full-time church service. Principal, $12,500.

Carl Bertram Myers (1921). Established by S.F. Myers of St. Paul in memory of his son. Principal, $2,500.

Kathryn Jo Neily Memorial (1963). Established by Mr. and Mrs. Joseph E. Neily in memory of their daughter, who died during her freshman year at Macalester. Principal, $50,273.

Edward John Noble Foundation (1958). Established by the chairman of both the American Broadcasting Company and the Beech-Nut Life Savers Corporation, New York City, and continued by the foundation. Principal, $26,000.

Elmer E. Nyberg (1961). Established by Stanley Home Products, Inc., Easthampton, Massachusetts, and its employees to honor Mr. Nyberg, Class of 1923, educational director of the company for thirty years. Principal, $101,966.

Catherine L. O'Brien (1958). Established by the chairman of the board of Stanley Home Products, Westfield, Massachusetts. Principal, $17,500.

Ordway Family (1958). Established by John G. and Richard Ordway of St. Paul. Principal, $15,000.

Alex F. Osborn (1958). Established by the advertising executive and chairman of the Creative Education Foundation, Buffalo, New York. Principal, $2,500.

P. Lorillard Company (1963). Established by the New York tobacco manufacturers. Principal, $36,000.

William S. Paley (1967). Established by the chairman of the board of the Columbia Broadcasting System. Principal, $5,000.

Carlo M. Paterno (1967). Established by Mr. Paterno, North Salem, New York. Principal, $5,000.

Peavey Company Foundation (1966). Established by the Minneapolis-based grain firm. Principal, $25,000.

Milo R. Perkins (1960). Established by Mr. Perkins, foreign investment consultant, Tucson, Arizona. Principal, $13,500.

Edward J. Peterson, Jr. (1959). Established in memory of Edward J. Peterson, Jr., Class of 1961, by his family and friends to supply scholarship assistance to a student athlete. Principal, $24,265.

Polk Foundation (1968). Established by the Polk Foundation with preference given to men majoring in the behavioral sciences. Principal, $125,000.

David C. Primrose (1956). Established by his family, friends, and former students in memory of Professor David C. Primrose, track coach at Macalester (1926-54). For a junior man who participates in intercollegiate activities and who has leadership ability and satisfactory academic standing. Principal, $9,900.

Samuel F. Pryor (1965). Established by the vice president of Pan American Airways. Principal, $5,000.

Eugene C. Pulliam (1958). Established by the Indiana and Arizona newspaper publishers. Principal, $38,100.

Samuel Wesley Raudenbush Memorial (1956). Established by Mrs. Alma M. Raudenbush as a memorial to her husband and awarded to a Protestant woman junior music major. Principal, $5,000.

Gordon W. Reed (1964). Established by Gordon W. Reed, chairman of the board of Texas Gulf Producing Company of New York City. Principal, $20,131.

Ralph and Antoinette Reinhold (1961). Established by Mr. Reinhold, New York City publisher. Principal, $20,175.

Stanley Resor (1958). Established by the chairman of the board of J. Walter Thompson Company, advertising agency, New York City. Principal, $5,050.

Rexall Drug Company (1962). Established by the drug store chain. Principal, $5,000.

Charles A. Rheinstrom (1967). Established by the vice president of J. Walter Thompson Company, advertising agency, New York City. Principal, $7,800.

Bryan McDonald Rice (1961). Established by Macalester President (1958-68) and Mrs. Harvey M. Rice and friends in memory of their son, who died in his freshman year at Macalester. Principal, $43,495.

William E. Robinson (1960). Established by the chairman of the board of the Coca-Cola Company, New York City. Principal, $5,000.

George W. Romney (1961). Established by the former governor of Michigan and Secretary of Housing and Urban Development. Principal, $5,100.

Stephen W. Royce (1957). Established by Mr. Royce, president of the Pasadena-Sheraton Corporation of California. For a student of unusual promise. Principal, $14,230.

Harry J. Rudick (1958). Established by the New York University professor of law and partner in the New York City law firm of Lord, Day & Lord. Principal, $13,750.

Sara Lee Corporation (1967). Established by the New York food processing and distributing company. Principal, $25,000.

Plato and Violet Sargent (1965). Established by Plato E. Sargent, Class of 1915, and Mrs. Sargent for students seeking to enter vocations in the Presbyterian Church. Principal, $25,026.

David Sarnoff (1959). Established by the Radio Corporation of America in honor of its chairman of the board. Principal, $25,000.

Harry Scherman (1961). Established by the founder of the Book-of-the-Month Club. Principal, $16,000.

Max Schuster (1961). Established by Mr. Schuster, co-founder of Simon and Schuster, Inc., New York City. Principal, $7,500.

George E. Scotton (1963). Established anonymously by an alumnus of the College to honor a fellow member of the Class of 1921. Mr. Scotton directed Macalester's admissions office for thirty years. Awarded to an outstanding scholar and athlete. Principal, $24,487.

John W. Seale Memorial (1968). Established by Paul H. Davis, Macalester trustee-at-large emeritus, in memory of Mr. Seale, general secretary of Macalester College. Principal, $40,005.

Harold B. Shapira (1967). Established by Mr. and Mrs. Harold B. Shapira of St. Paul to assist an Israeli student in attending Macalester or to assist a qualified Jewish student at Macalester. Principal, $65,000.

Thomas Shaw (1931). Established by Professor Shaw, who was a member of the Board of Trustees (1891-1918) and president of the Board (1901-19). For a student nominated by the Central Presbyterian Church of St. Paul. Principal, $3,044.

Chester H. Shiflett (1966). Established by former students and friends to honor Professor Shiflett on his retirement as professor of chemistry (1929-1966). To be awarded to a student majoring in chemistry. Principal, $28,086.

H. B. Silliman (1915). Established by H.B. Silliman of Cohoes, New York. Principal, $2,500.

Frank M. Smith (1958). Established by the chairman of Capital Cities Broadcasting Corporation, New York City. Principal, $15,537.

Lawrence E. Spivak (1963). Established by the producer of Meet the Press television program. Principal, $6,753.

St. Paul Presbytery (1931). Established by the Presbytery. For a student nominated by the Presbytery. Principal, $2,500.

Dorothy and Robert T. Stevens (1963). Established by Robert T. Stevens, president of J.P. Stevens and Company, Inc., textile manufacturers, New York City. Principal, $25,000.

Admiral Lewis L. Strauss (1960). Established by friends of Admiral Strauss in appreciation of his distinguished public career and his commencement address (1960) at Macalester. Principal, $14,125.

Dwight Stuessy (1957). Established by alumni, friends and members of the 'M' Club in memory of Dwight Stuessy, Macalester athletic director (1946-57). Principal, $16,427.

Henry J. Taylor (1957). Established by the United States Ambassador to Switzerland. For an unusually promising young man. Principal, $6,000.

Lowell Thomas (1957). Established by the author, editor, explorer and motion picture producer. Principal, $18,000.

Tobin-Smith (1962). Established by Chester M. Tobin, Class of 1923, and Edward M. Smith, St. Paul. Awarded to students accomplished in the Scottish arts of piping or drumming. Principal, $20,000.

Marcia Brady Tucker Foundation (1963). Established by Carl Tucker, Jr., newspaper publisher, Mt. Kisco, New York. Principal, $15,000.

Gene Tunney (1967). Established by the former boxing champion. Principal, $5,000.

Charles J. Turck (1958). Established by alumni and friends of Macalester's ninth president (1939-58). Principal, $15,862.

Kurt E. Volk (1961). Established by Kurt E. Volk Foundation, Bridgeport, Connecticut. Principal, $16,000.

DeWitt Wallace. Established by DeWitt Wallace. Awarded to middle-income students with good academic records who need special financial help to attend Macalester.

DeWitt Wallace (C.P.D.A.) (1962). Established by the Council for Periodical Distributors Associations, Inc. to recognize and honor Mr. Wallace on the fortieth anniversary of the Reader's Digest. Principal, $11,225.

DeWitt Wallace Distinguished. Established through a gift from DeWitt Wallace, founder of the Reader's Digest and Macalester benefactor. Awarded to National Merit Finalists or Commended Students who have maintained a B+ or better high school grade average.

DeWitt Wallace-Lila Acheson Wallace (1959). Established by the Macalester faculty and staff to honor Mr. and Mrs. Wallace in appreciation of their magnificent contributions to the College. To be awarded to a student of high intellectual promise and in serious financial need. Two thousand dollars has been added to the principal by an anonymous donor. Principal, $17,977.

DeWitt Wallace St. Paul (1981). Established by DeWitt Wallace and the St. Paul Foundation. Awarded to students who have graduated from secondary schools in Minnesota's Ramsey, Washington, or Dakota Counties, or whose parents or guardians live in one of these counties. These scholarships are awarded on a competitive basis that takes into account academic achievement and potential test scores and personal qualities such as ambition, motivation and involvement in school and community activities.

James Wallace (1916). Established by the family of Dr. Wallace, Macalester professor (1887-1939) and president (1894-1906). Principal, $36,295.

Janet D. Wallace (1959). Established by John C. Benson, Minneapolis attorney and Macalester trustee emeritus, in memory of Janet D. Wallace, the wife of Dr. James Wallace, Macalester's fifth president. Principal, $14,750.

Frances M. and Milton G. Walls (1961). Established by Dr. and Mrs. Milton G. Walls, St. Paul. Principal, $14,000.

O.T. and Kathryn Walter (1954). Established by his former students in honor of Dr. Walter, chairman of biology at Macalester (1922-63) and in memory of Mrs. Walter. For a senior premedical student who has made the most of his opportunity at Macalester College and who by his character, scholarship and citizenship gives great promise of success in his chosen profession. Principal, $25,412.

F. Earl and Ruth H. Ward (1965). Established by students, friends and colleagues of professor F. Earl Ward, long-time professor (1926-63) and former chairman of the department of English. To be awarded to an upperclass English major nominated each year by the English department. Principal, $18,535.

Mrs. Charles Allen Ward (1963). Established by Mrs. Ward, prominent St. Paul business woman. Principal, $11,111.

Fred A. Waterous (1962). Established by the president of the board of the Waterous Company, St. Paul. Principal, $5,000.

Ridley Watts (1965). Established by the retired New York textile manufacturer. Principal, $10,000.

E. A. Webb (1915). Established through a bequest in the will of Mr. Webb, founder of Webb Publishing Company, St. Paul and *The Farmer*. For a student from the Central Presbyterian Church of St. Paul. Principal, $3,044.

Sidney J. Weinberg (1965). Established by the New York City investment broker. Principal, $10,000.

O. J. Weldon (1958). Established by Mr. Weldon, partner in the New York City accounting firm of Hunter and Weldon. Principal, $7,700.

Louis F. Weyand (1963). Established by an executive of Minnesota Mining company and a trustee of Macalester College (1958-64). Principal, $6,841.

White Bear Lake Presbyterian Centennial (1963). Established by the First Presbyterian Church of White Bear Lake, Minnesota, for a student who plans to enter a church vocation. Principal, $15,100.

White-Olds (1960). Established by Dr. F. Laurence White and his wife, Dorothy Olds White, Macalester Class of 1923, missionary educators, in memory of their parents. Principal, $16,264.

Grace B. Whitridge (1956). Established by former students of Miss Whitridge, professor of drama and speech at Macalester (1900-41). Preference is given to a student in speech. Principal, $13,338.

James S. Will (1961). Established by classmates and friends as a memorial to Mr. Will, Class of 1954. Principal, $6,265.

J. B. Williams Company, Inc. (1966). Established by the New York City drug manufacturing firm. Principal, $25,000.

General Robert E. Wood (1959). Established by General Wood, director and president of Sears, Roebuck & Company, Chicago, Illinois. Principal, $5,000.

Stella Louise Wood (1964). Established by the alumnae of Miss Wood's School of Macalester, for students interested in elementary education. Principal, $16,245.

Marie Wunderlich (1959). Established by Martin Wunderlich, Omaha and San Francisco contractor, in memory of his mother, Marie Wunderlich, who brought him at the age of three to this country from Denmark. For a student preferably of Danish background. Principal, $10,000.

Martin Wunderlich (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, $25,000.

Forrest A. Young (1964). Established by Murel L. Humphrey, Class of 1934, to honor Dr. Young, economics department chairman (1929- 65), who was his professor and major advisor. It is awarded to students majoring in economics. Principal, $42,685.

Mary S. and Thomas E. Young (1961). Established by Mr. and Mrs. Young, financiers, Portland, Oregon. Principal, $21,000.

Robert R. Young (1964). Established by the president of the New York Central Railroad and augmented by his successor, Alfred E. Perlman, and other friends of Mr. Young. Principal, $8,556.

Annually Contributed Scholarships

The Charles and Ellora Allis Educational Foundation. An educational trust created by the will of Charles Clifford Allis of Gull Lake, Minnesota, provides scholarships each year for undergraduate students, preferably Minnesota residents in the upper 40 percent of their class.

Samuel and Evelyn Borshay. In honor of Samuel and Evelyn Borshay for their life-long commitment to family values, self-development and growth through higher education. To be awarded to a junior or senior pursuing interdisciplinary studies in physical, mental and emotional wellness; and who is planning a career dedicated to helping others in the fields of human services, gerontology and wellness education.

George International Fellowship Program. Given by the George Family Foundation to a junior and a senior international student who have demonstrated excellence in their academic and extracurricular records.

Paul Gerdes Study Abroad. Established by the Gerdes family for Macalester students to study abroad for one semester followed by a month of continued independent study.

Macalester College National Merit and Achievement. Macalester sponsors forty scholarships in each entering class for finalists in the National Merit competition, and one scholarship in each entering class for a finalist in the Merit Corporation's National Achievement competition for minority students. For many years, the Reader's Digest Association, Inc., sponsored Merit Scholarships for finalists attending Macalester.

Macalester Parents for International Relations Financial Aid Fund. The organization contributes annually to a fund to be awarded to outstanding international students at Macalester College whose academic achievements merit financial assistance.

National Presbyterian College. Open to members of the United Church in the U.S.A., these scholarships are awarded by The Program Agency to students attending Presbyterian-related colleges to recognize and encourage scholastic ability and qualities of character and learning.

*Kate Schmid Memorial Scholarship**. The Kate Schmid Memorial Scholarship honors the memory of a lovely and talented young woman (26) who died September 13, 2001, in St. Paul. Her gifts were many: in language and mathematics, in her flair for art and love of color, and music and rhythms which invigorated her soul. Kate's adventurous spirit was infused with a compassion for the other. Short of her own fulfillment, the funds that now have been collected in Kate's name will be awarded to a student at Macalester College. And by these new means, may old hopes be revived. The recipient is expected to have completed one year of college, demonstrating academic achievement in either fine arts or music.

*We wish to acknowledge Plymouth Congregational Church for their support.

3M Undergraduate Liberal Arts. Established by 3M to be given to undergraduate students, with preference given to American citizens.

Prizes

ANTHROPOLOGY

David W. McCurdy Award for Excellence in Ethnographic Research. A cash award given to a student who demonstrates special excellence in ethnographic research.

Margaret Mead Distinguished Service Award. A cash award given to an anthropology major who has contributed most to the formal and informal programs of the anthropology department.

James P. Spradley Research Award for Outstanding Scholarship. A cash award established by colleagues, family and friends of the late professor and given to a senior majoring in anthropology who has demonstrated outstanding scholarship in anthropological course work and/or research.

ART

Mary Louise Conrad Memorial Fund (1970). Established by students, friends, and relatives in memory of Mary Louise Conrad, Class of 1973, to provide awards for achievement in art.

Theresa Luksan Memorial Endowed Prize in Art (1985). Established by family and friends in memory of Theresa Luksan, Class of 1983. The prize will be used to purchase a work of art from the student exhibit each spring. Faculty members of the art department will choose a piece that will best enhance the permanent collection. Open to all media.

BIOLOGY

AMAX Foundation Award. An award of $500 to Macalester College, through the biology department.

William R. Angell Foundation Prize (1957). Named for the president of Continental Motors Corporation.

American Cyanamid Endowed Prize. Established for upperclass students who are preparing for entrance into medical school.

Ruth and Vernon Taylor Summer Opportunities Fund (1967). To provide meaningful summer experiences for pre-medical students studying at Macalester.

O.T. and Kathryn Walter Award. Established by former students of Dr. O.T. Walter, chair of biology for forty-one years. Designated for pre-medical students who show promise of success in the field of medicine.

CHEMISTRY

American Chemical Society Award. One year's subscription to the journal Analytical Chemistry to a junior student with the greatest interest in and aptitude for a career in analytical chemistry.

Twin Cities Chapter of the American Institute of Chemists. Medallion awarded to an outstanding senior planning a career in chemistry.

Violet Olson Beltmann Endowed Prize. Established by Albert A. Beltmann, Class of 1923, in memory of Mrs. Beltmann, Class of 1920. To be awarded to students majoring in chemistry.

The Chemical Rubber Company. Handbook awarded for outstanding achievement in freshman chemistry.

General Electric Foundation Endowed Prize. Established for students majoring in chemistry.

John Howe Scott Prize in Chemistry. Established by friends in memory of Professor Scott. To be awarded at the Honors Convocation to a chemistry major chosen by the chemistry faculty.

Chester H. Shiflett Endowed Prize. Established by former students and colleagues to honor Dr. Shiflett, professor of chemistry at Macalester (1929–66). To be awarded to students majoring in chemistry.

CLASSICS

Virginia McKnight Binger Prize. A cash award to a student who shows the greatest proficiency in Greek, Latin, or ancient history.

COMMUNICATION AND MEDIA STUDIES

George Rowland Collins Endowed Prize (1971). Established by Mrs. Gladys Reutiman Collins, Class of 1919, in honor of her husband, Dr. G. Rowland Collins, Class of 1916, who was dean of the school of business at New York University. Mrs. Collins was associate professor of psychology and assistant director of student services at Macalester from 1947–1960. The prize is awarded annually to students who excel in extemporaneous speaking and/or rhetorical criticism.

Charles W. Ferguson Endowed Prizes in Public Speaking. Established by a senior editor of the Reader's Digest. Awarded to students on the basis of demonstrated ability in public speaking during the entire forensic year.

Roger K. Mosvick Endowed Prize in Communications. Established by former students, Judge Jack Mason '60 and James Fahlgren '60, in honor of Dr. Roger K. Mosvick, in recognition of his many contributions to the department of communications studies and his over forty years of service to Macalester College. A cash prize is awarded each year to the senior student majoring in communication studies who has throughout her or his career best demonstrated academic excellence in this field of study. The recipient is chosen each spring by a majority of the full-time faculty of the department.

Lowell Thomas Endowed Prizes in Public Speaking. Established by the author, editor, explorer and motion picture producer. Awarded to students who have made significant contribution while representing the College in intercollegiate debate and forensic competitions.

Carol A. Wurtzebach Endowed Prize in Oral Interpretation. Established by James Pratt, Class of 1966, and friends in memory of a fellow classmate. Awarded to a student or students for excellence in oral interpretation.

COMMUNITY SERVICE

George Stanley Arthur Prize for Community Service. Established by Andrew William Arthur, Class of 1983, and his father, Robert Arthur. Awarded to a graduating senior who best exemplifies Macalester College's historic tradition to the community and is in good academic standing. The form of community service may take many different forms, and it is a preference that the recipient possess a grade point average (GPA) of 3.7 or higher.

Franklin and Mollie Steudle Endowed Prize (1989). In honor of Frank and Mollie Steudle for their life-long commitment to family values and community service. To be awarded to a senior with distinguished work in interdisciplinary studies in physical, mental, and emotional wellness; who is active in community service, working with the elderly and planning a career dedicated to helping others.

DANCE

David J. Wick Endowed Prize for Choreographic Commitment. Established by David J. Wick, Class of 1991. A cash award given to a student who shows enthusiasm, creativity and sincerity towards dance to help defray the cost of creating and producing a major choreographic work.

ASIAN/JAPANESE STUDIES

Japanese Language Prize. A cash award provided by alumni for the student who has shown the most progress in the study of Japanese during the academic year.

Japanese Studies Prize. A cash award established by alumni to recognize a student who has completed a project of exceptional quality focusing on Japan.

ECONOMICS

3M Scholar Awards. A subscription to the Journal of Accounting awarded to three seniors who have demonstrated outstanding academic achievement in their accounting courses at Macalester College.

Robert L. Bunting Prize in Economics (1984). Established with gifts from colleagues and friends of Robert L. Bunting, who taught in the department of economics and business from 1969 through 1984. He held the F.R. Bigelow Professorship of Economics at Macalester. The prize is awarded annually to an outstanding graduating senior who likely will undertake graduate work in economics and/or business, has an abiding interest in political economy, and will pursue an academic career.

John M. Dozier Prize. Established by members of the Macalester Board of Trustees in recognition of the contributions of John M. Dozier, vice president (1966–74). Awarded by the faculty of the department of economics and business to students majoring in that department on the basis of merit, demonstrated competence, and interest in a career in financial administration.

Richard E. Eichhorn Prize (1995). Established to honor Richard E. "Dick" Eichhorn, Class of 1951, Macalester alumnus, Trustee, and generous contributor to college programs in entrepreneurship. The prize is to be awarded annually by department of economics faculty to a graduating senior who has demonstrated both outstanding overall scholarship and a particular commitment to and talent for entrepreneurship. This prize was established in part with contributions from previous winners of a department prize for entrepreneurship as well as gifts from department faculty, alumni, and friends of Dick Eichhorn.

Mike McEwen Prize. Established in his memory in 1993 by Mike McEwen's 1977 finance classmates, this prize is awarded annually to an outstanding scholar-athlete majoring in economics.

David Meiselman Endowed Prize. Established by an anonymous donor to honor Dr. David Meiselman, who taught in the department of economics from 1966 through 1971. The prize is awarded annually to a graduating senior for outstanding accomplishment in macroeconomic theory or policy.

Elaine Gartner Pilon Award. Established by Elaine Gartner Pilon, Class of 1945. One year's subscription to Fortune magazine for a senior majoring in economics and business; criteria of choice are scholarly achievement and contribution to the department.

Wall Street Journal Prize. A medal of merit and one year's subscription to The Wall Street Journal awarded by the publishers to the outstanding senior in the field of economics and business.

EDUCATION

Anstice Abbott Award. Established by the national Wood's School Alumnae Association for students interested in elementary education licensure.

Richard B. Dierenfield Endowed Prize for Education (1982). Established by J.W. Fahlgren, Class of 1960. To honor Richard B. Dierenfield, professor and chair of the department of education, who served Macalester College from 1951 to 1988. A cash prize awarded to a senior student who has shown outstanding potential as a teacher in the secondary school.

Mary Whitcomb Fahlgren Endowed Prize. Established in 1986 by James W. Fahlgren, Class of 1960. A cash prize awarded to a senior student who has shown outstanding potential as a teacher in the secondary school.

Alma M. Robinson Education Prize (1992). This prize is awarded and named in honor of Alma M. Robinson, Class of 1956, who devoted her life to teaching and is established by her husband, Robert, and their friends and family. This prize is to be awarded annually to a Macalester student pursuing a career in teaching.

Stella Louise Wood Award. Established by the alumnae of Miss Wood's School of Macalester for students interested in elementary education licensure.

ENGLISH

Bennett Cerf Endowed Prize. Established by the chairman of Random House Book Publishers for students majoring in English literature.

The Gateway Prize for Excellent Writing. Endowed by the family of Wallace F. Janssen, Class of 1928, in honor of the students who wrote for that magazine in the 1920's and 30's. A cash prize is awarded annually for the best paper by a student in any course offered by the College. The paper, selected by a committee of faculty and students, will be judged for originality, content, clarity and effectiveness of presentation.

Ray Livingston and Jack Patnode Endowed Prize in English. Established by an anonymous donor to honor two former members of the Macalester English department. A cash award for a graduating senior who has made a special contribution as an English major.

Wendy Parrish Poetry Award. Established in 1978 by Stanley and Marian Parrish and the English department in memory of Wendy, Class of 1972. Awarded to a student who best exemplifies a commitment to poetry and excellence in writing.

Harry Scherman Foundation Writing Prize. Established by Harry Scherman. An endowed fund provides annually up to three prizes of $100 each awarded by the English department for literary essays and creative writing.

Lowell Thomas Endowed Prize. Established by the author, editor, explorer and motion picture producer. Awarded to students majoring in English.

F. Earl Ward Endowed Prize. Established by students, friends, and colleagues of professor F. Earl Ward, long-time professor (1926–63) and former chair of the department of English. Awarded to an upperclass English major.

Ardis Hillman Wheeler Prize for International Study. A prize established by family and friends in honor of Ardis Hillman Wheeler, Class of 1938, who devoted her life to the teaching of English, first to refugees after World War II and later in the Minnesota public schools. To be awarded annually to one or more prospective English majors for assistance with international study.

ENVIRONMENTAL STUDIES

Environmental Studies Student Prize. A cash award for academic excellence in multi-disciplinary studies of the environment.

FRENCH

Helene Peters Prize for Study in a French-speaking Country. Established by alumni, colleagues, and friends in honor of Dr. Helene Peters, Professor Emerita of French and founder of the French Study Abroad Program. A cash award to a deserving student with a concentration in French for study in a French-speaking country.

Karl C. Sandberg Prize. Established by alumni, colleagues and friends in memory of Dr. Karl C. Sandberg, DeWitt Wallace Professor of French and Humanities from 1968 to 1992. A cash award to an outstanding senior with a concentration in French who has a demonstrated engagement with the literature and philosophical ideas of France and their relationship to the arts.

Borghild K. Sundheim Endowed Prize. Established by alumni, colleagues, and friends in memory of Dr. Sundheim, professor and chair of the department of French (1927–67). Awarded to a French major.

GEOGRAPHY

Hildegard Johnson Prize in Geography. Established in 1984 by the founder of Macalester's geography department. Awarded by the faculty of the department of geography to a student majoring in that department, based on their demonstrated competence and interest in geography.

National Council for Geographic Education Award. Established by the association to be awarded to a graduating senior who has demonstrated ability for teaching geography.

GEOLOGY

Hugh S. Alexander Endowed Prize. Established to honor Hugh S. Alexander, professor of geology at Macalester (1906–48). A prize of $50 awarded annually to the outstanding senior majoring in geology.

GERMAN

Evelyn Albinson Award for Academic Excellence in the Study of German. An annual cash award given on the basis of grade point average provided it qualifies the student for acceptance into Phi Beta Kappa and includes a distinguished record in German studies.

German Book Prizes. An annual book award, provided by the German Embassy, to members of the graduating class with a major or core in German.

HISTORY

Yahya Armajani Endowed Prize. Established by colleagues, friends and former students of James Wallace Professor Emeritus Yahya Armajani to honor him on his retirement. To be awarded to an international student.

Yahya Armajani Prize in Non-Western History. Cash award to a distinguished senior major, established by the history department to honor a former distinguished colleague.

Case Prize in Western History. Established by Leland D. Case, Class of 1922. An annual award of $150 to a student for original research of western American history.

J. Huntley Dupre Prize in European History. Cash award to a distinguished senior major, established by the history department to honor a former distinguished colleague.

Kathleen Rock Hauser Prize in Women's History. Established by the Women Historians of the Midwest and by Dr. Donald and Mrs. Irene Rock in memory of Kathleen Rock Hauser, Class of 1962. An award of $200 to a student who has made a significant undergraduate contribution to women's history.

Kenneth L. Holmes Prize in American History. Cash award to a distinguished senior major, established by the history department to honor a former distinguished colleague.

Ernest R. Sandeen Memorial Prize. Established by colleagues, family and friends. A cash award to a student who has completed an original project reflecting exceptional skill, imagination, and effort, all hallmarks of the scholar for whom the prize is named.

Elmer Smith Fund (1994). Established by Thomas B. Copeland, Class of 1972, author of Elmer Smith's, Class of 1910, biography, The Centralia Tragedy of 1919: Elmer Smith and the Wobblies. A cash award to be given to a student or students in the history department to support student research, travel to conferences and the cost of research materials. Awards will be made by the history department.

HUMANITIES

Virginia McKnight Binger Prize in the Humanities. An award of $100 to each of two students; one who shows the greatest proficiency in Greek, Latin, or ancient history and one who shows the greatest proficiency in modern language or literature.

INTERNATIONAL STUDIES

The Eugene Craven Endowed Prize for International Travel and Study. Established by Sharon Ellies Craven, Class of 1966, in memory of her husband, Class of 1963. To be awarded to a meritorious student who has not previously traveled abroad and who wishes to pursue study outside the United States.

Mark Greenleaf Johnson Memorial Travel Fund. Established by Mrs. Dorothy L. Johnson in memory of her son, Mark Greenleaf Johnson, Class of 1978. To be awarded to a deserving student with financial need who has worthy educational travel plans.

Vera Wendt Memorial European Union Travel Prize. Established by Hans W. Wendt, a former Macalester professor, in memory of his sister. The award will be given each year to a meritorious student for travel expenses related to academic study in Europe, on an alternating basis: year one, to a student arranging for study in Germany; and year two, to a student arranging for study in any country other than a member of the European Union. The student is selected by the International Center.

MATHEMATICS

Ezra J. Camp Endowed Prize. Established by colleagues and friends in memory of Dr. Camp, professor and chairman of the department of mathematics.

MUSIC

Friends of Music Award. Awarded by the faculty of the music department to recognize performance, academic work, and service.

Hollis L. Johnson Prize. A cash award for an outstanding music major planning a career in teaching.

Mildred Phillips Kindy Endowed Prize. Established by Miss Ann Elizabeth Taylor, Class of 1910, in memory of her classmate. An award of $100 to a student specializing in piano or voice.

Walter A. Lienke Endowed Prize. Established by testamentary bequest. An award of $100 to the outstanding student majoring in music.

Samuel W. Raudenbush Memorial Endowed Prize. Created by Mrs. Alma M. Raudenbush in memory of her husband. An award of $100 to a woman majoring in music.

Zenas Taylor Endowed Prize in Music. Established by Hazel in memory of her husband Zenas, Class of 1920, for his love of music and for Macalester where his heart found joy. To be awarded to a student majoring in voice.

Tobin-Smith Endowed Prize. Established by Chester M. Tobin, Class of 1923, and Edward M. Smith. An award of $100 to a student accomplished in the Scottish arts of piping and drumming.

Lila Bell Acheson Wallace Endowed Prize. Established by Mrs. DeWitt Wallace, co-founder of the Reader's Digest. A cash award of $100 to the outstanding student majoring in music.

PHILOSOPHY

Thomas E. Hill Prize. Established by the faculty of the department of philosophy. Awarded for outstanding work in philosophy.

PHYSICAL EDUCATION

Thomas L. Gammell Endowed Prize. Established by alumni and friends in memory of Thomas L. Gammell, Class of 1966. Prize of $50 awarded annually at the discretion of the physical education department to an outstanding athlete, with preference given to swimmers.

Dorothy Michel Award. Established by family, alumni and friends in memory of Dorothy Michel, chair of women's physical education department (1946–68). Awarded to an outstanding junior woman for use during her senior year.

David C. Primrose Endowed Prize. Established by family, friends, and former students in memory of David C. Primrose, director of physical education and track coach (1926–54). An award of $100 for a junior man who participates in intercollegiate activities and has leadership ability and satisfactory academic standing.

George E. Scotton Endowed Prize. Established anonymously by an alumnus of the College to honor a fellow member of the Class of 1921. George Scotton directed Macalester's admissions office for thirty years. An award of $100 to an outstanding scholar and athlete.

Dwight Stuessy Endowed Prize. Established by alumni, friends, and members of the 'M' Club in memory of Dwight Stuessy, athletic director (1946–57). An award of $100 to an outstanding athlete.

Pat Wiesner Honor Athlete Award. Established by family, alumni and friends in memory of Pat Wiesner, chair of physical education, athletics, recreation and dance and women's cross country coach 1950–83. A silver bowl awarded to a female senior athlete who has established a leadership role and better than average academic standing.

Wrean Family Prize. Established by the William H. Wrean Family. One prize each to be awarded to a member of the women's soccer team, women's volleyball team, and women's basketball team whose personal conduct, skills, cooperation, and leadership have made the greatest contribution to the success of the team as a Macalester College activity.

PHYSICS AND ASTRONOMY

Russell B. Hastings Book Award. Book awards for outstanding service to departmental activities instructional program.

POLITICAL SCIENCE

Hubert H. Humphrey and Walter F. Mondale Endowed Award in Political Science. Established to honor, respectively, a former member to the faculty and an alumnus whose careers exemplify the highest standards of scholarship and education for service to society. To be awarded annually to the outstanding student or students majoring in political science.

Peter R. Weisman Endowed Prize. Awarded annually to a political science student who has demonstrated concern for and has worked with the underprivileged and is planning a career dedicated to helping others.

Brent Williams Prize. Established by his parents, Mr. and Mrs. Robert Williams, Ottumwa, Iowa, relatives, and friends, including fellow students, in memory of Brent Williams who died during his sophomore year at Macalester, for a political science major with departmental honors or distinguished work in the department, who has had debate and speech experience and has been active in the College community.

PSYCHOLOGY

The Walter Mink Endowed Prize. Established by Walter Mink, a professor in the psychology department at Macalester College for 38 years. To be awarded to a senior who has a strong academic record and has also provided outstanding service to the department, the College, or the broader community.

The Patterson Nominee Award. To be awarded to Macalester College's nominee for the Minnesota Psychological Association D.G. Paterson Award, an outstanding undergraduate psychology major in Minnesota who intends to pursue a career in psychology.

RELIGIOUS STUDIES

Robert A. Caine Memorial Prize. Established by family and friends in memory of Robert A. Caine, who served as pastor of Presbyterian churches in Red Wing and Duluth, Minnesota, and in Rochester, New York, as executive for the Synod of Minnesota, and as a trustee of Macalester College. Awarded for scholarships to seniors for graduate work in religious studies.

George W. Davis Memorial Prize in Religion. Established by Ethel Mary Davis in memory of her husband. The prize is awarded by the department of religious studies to juniors (for use in their senior year) who, in the judgement of the department have attained the highest degree of excellence.

Jewish Studies Award. A cash award to a senior in religious studies for academic excellence in Jewish studies.

Edwin Kagin Endowed Scholarship. Established by Dr. and Mrs. William H.A. Watson and other former students and friends of Dr. Kagin, professor of religion (1926–52). Awarded to a junior who is preparing for a church vocation.

Mary Frances Johnstone Kagin Memorial Endowed Scholarship. Established by her husband, Dr. Edwin Kagin, relatives and friends. To be awarded to a student planning a full-time church vocation for use during the sophomore year.

SOCIOLOGY

Berry-Rinder-Swain Prize in Sociology. Awarded to a senior major for outstanding written work in the area of applied sociology.

SPANISH

Donald L. Fabian Endowed Prize. Established by an anonymous donor in recognition of Dr. Donald L. Fabian's service to Macalester College during his tenure in the Spanish department. The prize is to be awarded annually to an outstanding graduate Spanish major who either intends to enter graduate school in an area directly related to his or her Spanish major or to pursue a career upon graduation that closely involves the significant use of the Spanish language.

The Spanish Department Faculty Award. The faculty of the Spanish department awards a prize (book) annually to a Spanish senior major for distinguished work in his/her Spanish major.

MISCELLANEOUS

The American Can Company Foundation Endowed Prize for Minority Students (1987). A cash award given to an outstanding sophomore minority student.

Hispanic Endowed Prize for Excellence (1987). A cash award to a Hispanic senior woman who has demonstrated outstanding academic achievement.

Loan Funds

Alliss Student Loan Fund (1968). Established by the Alliss Foundation. The principal is available to needy Macalester students. Repayment starts four months after the student leaves the College.

Carrie E. Alvord Student Loan (1965). Established by the Alvord Foundation, this fund is available to selected needy Macalester student interest-free until the borrower leaves the College.

Judith Beach Memorial Book Loan Fund (1964). Established by Mr. and Mrs. Rex Beach and friends in memory of their daughter, who died in her freshman year at Macalester.

B.C. Gamble Student Loan (Gamble-Skogmo Foundations) Fund (1962). Established by the Gamble-Skogmo Foundations.

Jennie Hodgmann (1942). Administered by the Macalester Women's Club, this fund is used for loans to junior and senior women.

Larry Honhart Memorial Book Loan Fund (1972). Established by his wife, Jeannie, Class of 1969, in memory of Lawrence P. Honhart, Class of 1968.

Macalester College Loan Fund (1967). Provides for deferred-payment loans to a limited number of students. Interest is waived and payment of principal is deferred while the student is enrolled at Macalester. Repayment begins after discontinuance of full-time study.

Memorial Loan Fund. Established through gifts to the College, it is used specifically for loans to students for college expenses.

Howard W. Paulsen Endowed Loan Fund (1993). Established by Howard W. Paulsen, Class of 1934, through his estate. The earnings of the principal fund are to be made available as a student loan fund to needy students of social work or education.

C. Oscar Schmidt, Jr., Loan Fund (1976). Contributed in memory of his wife, Eugenia Schmidt, this fund is to be used for short-term needs and repaid as soon as students are able.

Chester R. Schmidt Revolving Loan Fund (1964). For students in need of financial aid.

Senior Loan Fund (1961). This fund has been created by Messrs. DeWitt Wallace, Charles B. Thomes, and George P. Leonard to provide needy senior students with low interest, easy payment loans.

Henry Strong Education Foundation (1959). This fund was created under the will of General Strong for loans to juniors in the upper third of their class.

James Wallace Alumni Loan Fund (1939). This fund was established by the Alumni Association as a memorial to Dr. James Wallace. The principal is available for juniors or seniors who have maintained a scholastic average of C or better for the year preceding the granting of the loan.

Special Endowment Funds

John Maxwell Adams Endowment. Established by family and friends of Chaplain Emeritus John Maxwell Adams to support the Community Involvement Program, which had its origin in a volunteer service project under his direction when he served as college chaplain (1947–67).

Richard Aronson '72 and Bruce Fisher '71 Endowed Fund for Gay, Lesbian, Bi and Transgender Student Programming (1996). Richard Aronson, Class of 1972, and Bruce Fisher, Class of 1971, have established this fund to enable Macalester to broaden and improve gay, lesbian, bi and transgender student programming including, but not restricted to, the activities of the student organization, currently named Queer Union.

F. R. Bigelow Foundation Fund for Summer Action Research (1999). Established by the F. R. Bigelow Foundation, St. Paul, as part of a larger endowed fund (Fund for the Center for College and Community Collaboration) to support college outreach to the Twin Cities community, especially in St. Paul. The summer action research fund will support student-faculty collaborations in any discipline for service-learning or action research projects that benefit the community. (W. M. Keck Foundation Challenge Fund)

Class of 1950 Endowed Summer Research Stipend Fund (2000). Established by members of the Class of 1950 in honor of the 50th anniversary of their graduation from Macalester College to provide stipends

for students who are involved in collaborative research with Macalester faculty during the summer. (W. M. Keck Foundation Challenge Fund)

Thomas E. Critchett Fund (1991). The fund shall support "programs and students in the areas of English and encourage students to pursue careers in education" as directed by Thomas Critchett, Class of 1979. To these ends, the provost and the English department will encourage such areas as student/faculty collaborative research and special research and seminars. Proposals in literature shall be approved by the provost upon the recommendation of the English department.

Wallace and Mary Lee Dayton Endowed Presidential Discretionary Fund. Given to the College in partial fulfillment of the William and Flora Hewlett Foundation's challenge grant to establish an Endowed Presidential Discretionary Fund. This fund supports innovative curriculum and faculty development opportunities and other new initiatives considered by the president to be of high priority to the College.

Wallace and Mary Lee Dayton Knight Foundation Endowed Fund. Given to the College to match the Knight Foundation's challenge grant, the income to be used for curriculum revision to incorporate minority perspectives and scholarship on American minorities into the curriculum.

Engel-Morgan-Jardetzky Distinguished Lecture on Science, Culture and Ethics (1999). Established to commemorate the spirit of the fund raising initiative by Austin George (Jim) and Mary Roessel Engel, Robert A. Morgan and their fellow Macalester students that in 1949 created Macalester's Displaced Person Scholarship and brought Oleg Jardetzky to Macalester and the United States.

Bruce E. Fisher Memorial Fund (1996). Established by Morris and Natalie Fisher, along with gifts from family and friends to honor their son, Bruce E. Fisher, Class of 1993. Half of the income of the fund will be used by the history department to support the research of history majors writing papers for the senior history seminar. The remaining income will be used by the athletic department to enhance the Ultimate Frisbee Club's travel program through special trips outside of the region.

Gaia Environmental Book Fund (1986). Established anonymously to purchase periodicals, books, references and other materials in support of environmental studies.

William A. Grey Memorial Endowment. Established through life income trusts by Dr. William A. Grey.

Margaret W. Harmon Endowed Library Fund (2000). Established by family and friends in memory of Margaret W. Harmon for the purchase of books, periodicals, databases and other resources that advance the study of religion, with special attention to the area of Christian theology and culture.

Ronald M. and Margaret S. Hubbs Endowment Fund. Established by Ronald M. and Margaret S. Hubbs, friends of the College, to purchase books published by small quality presses such as Coffeehouse Press, Graywolf Press, Milkweed Editions and New Rivers Press, among others. This gift ensures that Macalester students and faculty will have access to the alternative literary voices represented by Minnesota's small presses.

Judaic Studies Program Endowment (1993). This fund was created to support the religious studies department curriculum to offer courses that will generate a deeper understanding among the student body of Jewish life, culture and history and the ways each of these has profoundly influenced Western culture and history. Such a program will offer Jewish and non-Jewish students a deep intellectual encounter with the Jewish experience, encourage international understanding and meaningful interfaith dialogue.

W. M. Keck Foundation Summer Research Fund (1997). Established by the W. M. Keck Foundation of Los Angeles through a challenge grant to support student-faculty summer research collaborations across the curriculum. Approximately half of the awards to be allocated to projects in the sciences.

The Konhauser Mathematics Activities Fund. The family and friends of Joe Konhauser, for 23 years a member of the faculty and for 12 years chair of the department of mathematics, have established this fund in his memory. It is intended that proceeds of this endowment should support those activities that, in the judgement of the faculty of the department, will strengthen the mathematics program at Macalester. These activities may well be outside of what the college normally supports, including for example distinguished visiting speakers, a symposium, or small accouterments to enhance the seminar room or other rooms used by the department. It is our intention in establishing this fund that it be used to supplement rather than to substitute for funds that the College would normally spend in support of the departmental program.

Kraus-Anderson Scholars Fund (2000). Created to support student/faculty intensive summer research collaborations. (W. M. Keck Foundation Challenge Fund)

Den E. Lane and Elsie J. Lane Endowment (1977). Established from the estate of Elsie J. Lane, the income to be used at the discretion of the College's Board of Trustees.

David Lanegran Student Summer Research Fund (1999). Established by an anonymous donor from the Class of 1979 in honor of Professor David Lanegran. To be awarded at the discretion of the provost for research in any academic area. (W. M. Keck Foundation Challenge Fund.)

George P. and Wilma Fox Leonard Athletic Department Endowed Fund. Established by George P. and Wilma Fox Leonard, Class of 1927, to be used at the discretion of the director of athletics with the approval of the president of the College, to enhance the athletic program.

Leonard Summer Research Stipend Fund (1998). Established by Wilma Fox Leonard '27 to provide stipends for students who are involved in collaborative research with Macalester faculty during the summer. This fund may be awarded in any academic area but preference will be given for a project in chemistry and secondly in the sciences. (W. M. Keck Foundation Challenge Fund)

Tom Leonard Fund (1984). Established by George P. and Wilma Fox Leonard, Class of 1927, in memory of their son, to be used to enhance close faculty/student relations. Expenditures are to be approved by academic department heads and the associate provost.

Lepp-Andersen Memorial Endowment Fund (1991). Established by merging an endowed fund created in 1991 to honor former chair of the geology department, Henry Lepp, who died in 1990; and a generous commitment made by Ruth Andersen, Class of 1973, to honor her husband, Mark Andersen, Class of 1974, who died in 1996. Income from the fund will support the operation of the Lepp Museum; the program to send students to summer field camp; and the geology computer laboratory through the purchase of new computing and peripheral equipment.

MacKnight Haan Ludwig Summer Research Stipend Fund (2000). Established by Betty MacKnight Ludwig, Class of 1943, and Charles H. Ludwig, Class of 1942, to support student-faculty summer research with preference for a chemistry or psychology project. (W. M. Keck Foundation Challenge Fund)

Marbrook Endowment Fund. Established by the Marbrook Foundation and Dr. and Mrs. Edward Brooks, Jr., to enhance the stature of sabbatical leave replacements. While classical studies and the humanities are its primary focus of interest, the fund may, on occasion, support a replacement in another division of the College.

Mathematics and Society Speaker Series Fund (2001). Established by Kurt Winkelmann, Class of 1978, to enhance classroom learning in mathematics or computer science, through lectures by people prominent in these fields. The fund primarily supports travel, lodging and honorariums.

G. Theodore Mitau Endowed Lectureship in Public Policy (1978). Established to honor G. Theodore Mitau, Class of 1940, professor of political science (1940-79); designed to perpetuate the ideals of the late Dr. Mitau who encouraged active participation in political life and concern for human liberties, as well as critical examination of vital issues.

G. Theodore Mitau Junior Faculty Sabbatical Fund. Established by the Lucius N. Littauer Foundation in memory of the late G. Theodore Mitau, former professor of political science at Macalester College. The income is to be used to support a one-semester sabbatical and summer stipend for promising junior faculty members in the social sciences who have successfully completed their third year evaluations and are preparing themselves for tenure review.

Eugene C. Pulliam Concert Fund (1966). Established by the Indiana and Arizona newspaper publisher to finance an annual guest performance or lecture, as a contribution to the cultural advancement of the community.

Angie Skinner Discretionary Fund (1991). Given to the College in partial fulfillment of the William and Flora Hewlett Foundation's challenge grant to establish an Endowed Presidential Discretionary Fund. This fund supports innovative curriculum and faculty development opportunities and other new initiatives considered by the president to be of high priority to the College.

James R. Smail Natural History and Science Gallery Fund (1997). Established by alumni, friends and family of Jim Smail. Funds will be used to support the Smail Gallery including costs of bringing in

outside exhibits from other organizations such as the Smithsonian or the Science Museum of Minnesota.

Weatherhead Foundation Crew Program Fund (1994). Established by The Weatherhead Foundation to support the Macalester College Crew Program.

Endowed Professorships

F.R. Bigelow Professorship in Economics. Established by the F. R. Bigelow Foundation through gifts and a bequest from Frederick R. Bigelow, Macalester College Trustee (1938–47).

Cargill Professorship in Agricultural Economics. Established through gifts from Cargill, Inc.

Harry M. Drake Distinguished Professorship in the Humanities and Fine Arts (1998). Established by Harry M. Drake, Class of 1950, to support a professorship in the Humanities or the Fine Arts.

Margaret W. Harmon Chair in Christian Theology and Culture (1997). Established for a distinguished teacher-scholar in theology and culture with a general background in the history of Christian thought and a special focus on the Reformed Protestant Tradition. The professor must be conversant with contemporary philosophical or constructive theology and its wider implications for the humanities and be willing to engage in ongoing critical and constructive dialogue with representatives of other fields within the academic study of religion, the other humanistic disciplines, and wider interested publics beyond the academy. Qualifications include excellence in and strong commitment to undergraduate teaching, scholarship, and service to the College. Ability to work comfortably across academic disciplines within the humanities is also desirable.

John S. Holl Distinguished Professorship (2000). Established through the estate of John S. Holl.

Hubert H. Humphrey Professorship in International Affairs (1968). Established by the Andreas Foundation, Crowdus Baker, Mr. and Mrs. Curtis L. Carlson, Henry Crown, Kenneth Dahlberg, Charles Eglehard, B. C. Gamble, Joseph Foundation, Mr. and Mrs. Norman B. Mears, the Paulucci family, Mr. and Mrs. Jay Phillips, and DeWitt Wallace. The professorship is designed to strengthen international education at Macalester by bringing to the campus distinguished individuals in fields relating to international affairs.

Arnold Lowe Professorship in Ecumenical Studies. Established by members of the Dayton family of Minneapolis.

G. Theodore Mitau Professorship of the Social Sciences (1996). Established through a gift by Timothy A. Hultquist, Class of 1972, Chair of Macalester's Board of Trustees, and his wife, Cynthia Mealhouse Hultquist. The professorship provides compensation and a stipend for scholarly activities. Preference will be given to a member of the political science or economics department. The faculty member will hold the professorship for a set term after which another faculty member will be appointed.

Edward John Noble Professorship in Economics. Established by a gift from the estate of Edward John Noble and supplementary gifts from the IBM Corporation and DeWitt Wallace.

DeWitt Wallace Endowed Professorships. Established through a gift from Mr. Wallace, Class of 1911, which provides supplementary stipends for the enrichment of teaching ability. First appointments made to faculty members from the fields of anthropology, chemistry, English, French, linguistics, and speech communications.

James Wallace Professorships. Established by DeWitt Wallace in memory of his father for the departments of history, political science, and religion.

O.T. Walter Professorship in Biology. Established through the gifts from colleagues, friends, and former students of Dr. Walter, chairman of the biology department (1922–63), and DeWitt Wallace.

Directories

Administration

Senior Staff of the College

President	Michael S. McPherson, B.A., M.A., Ph.D.
Dean of the Faculty and Provost	Daniel J. Hornbach, B.S., M.S., Ph.D.
Treasurer	Craig H. Aase, B.A., M.B.A. ('70)
Vice President for College Advancement	Richard Allen Ammons, B.A., M.B.A.
Vice President for Library and Information Services	Joel G. Clemmer, B.A., M.A., M.L.S.
Director of Athletics and Physical Education	Irvin Cross, B.S.
Dean of Students	Laurie B. Hamre, B.A., M.A.
Assistant to the President and Secretary to the Board of Trustees	Alexander G. (Sandy) Hill, B.A. ('57)
Dean of Admissions and Financial Aid	Lorne T. Robinson, B.A.

Emeriti/Emeritae Faculty

(Dates in parentheses indicate years of first appointment at and official retirement from Macalester.)

Evelyn Antonsen Albinson. *Professor of German (1947–77); B.A., University of Minnesota, 1941; M.A., University of Minnesota, 1944; Ph.D., University of Minnesota, 1967.*

Jean K. Archibald. *Adjunct Associate Professor (1966–86); B.S., Simmons College, 1939.*

John C. Bachman. Professor of Physical Education (1967–89); B.S., Springfield College, 1950; M.S., Springfield College, 1951; Ed.D., University of California, Berkeley, 1960.

Duncan Hall Baird. Professor of Political Science (1961–88); B.A., Yale University, 1939; LL.B., University of Michigan, 1942; M.A., University of Minnesota, 1960; Ph.D., University of Minnesota, 1960.

Donald Betts. Professor of Music (1959); M.M., Indiana University, 1959.

Douglas Bolstorff. Associate Professor of Physical Education (1959); B.S., University of Minnesota, 1957; B.S., University of Minnesota, 1959; M.A., University of Minnesota, 1966.

Edward Brooks, Jr. Professor of Classics (1964–89); A.B., Harvard University, 1944; M.A., University of Minnesota, 1962; Ph.D., University of Minnesota, 1967.

Robert Logan Bunting. F.R. Bigelow Professor of Economics (1969–84); M.A., University of Chicago, 1948; Ph.D., University of Chicago, 1958.

Anthony Caponi. Professor of Art (1949–91); B.S., University of Minnesota, 1948; M.Ed., University of Minnesota, 1949.

Richard Bruce Dierenfield. Professor of Education (1951–88); B.A., Macalester College, 1948; M.Ed., Macalester College, 1951; Ed.D., University of Colorado, 1958.

Dorothy Dodge. James Wallace Professor of Political Science (1955–96); B.A., University of Minnesota, 1949; M.A., University of Minnesota, 1950; Ph.D., University of Minnesota, 1955.

William P. Donovan. Professor of Classics (1966–92); A.B., Washington University, 1951; M.A., Washington University, 1952; Ph.D., University of Cincinnati, 1961.

J. Michele Edwards. Professor of Music with dual appointment in Women's and Gender Studies (1974); B.M., University of Iowa, 1967; M.A., University of Iowa, 1971; D.M.A., University of Iowa, 1983.

Lincoln G. Ekman. Associate Professor of Education (1962–82); B.E.E.-ASTP, New York University, 1944; B.E.E., University of Minnesota, 1947; LL.B., Minneapolis College of Law, 1951; B.S., University of Minnesota, 1956; Ph.D., University of Minnesota, 1966.

Donald LeRoy Fabian. Professor of Spanish (1965–84); B.A., University of Chicago, 1941; M.A., University of Chicago, 1941; Ph.D., University of Chicago, 1950.

Alvin D. Greenberg. Professor of English (1965); B.A., University of Cincinnati, 1954; M.A., University of Cincinnati, 1960; Ph.D., University of Washington, 1963.

Eddie P. Hill. O. T. Walter Professor of Biology (1964–99); B.A., Nebraska State Teachers College, 1952; M.A., Colorado State College, 1957; Ph.D., University of Nebraska, 1962.

Thomas E. Hill. Professor of Philosophy (1946–74); A.B., Davidson College, 1929; B.D., Union Theological Seminary, 1932; M.A., University of Richmond, 1934; Ph.D., University of Edinburgh, 1937.

David Henry Hopper. James Wallace Professor of Religious Studies (1959); B.A., Yale University, 1950; B.D., Princeton Theological Seminary, 1953; Th.D., Princeton Theological Seminary, 1959.

Howard F. Huelster. Associate Professor of English (1949–90); B.A., Macalester College, 1949; M.A., University of Minnesota, 1958.

Charles R. Johnson. Associate Professor of French (1969–88); B.A., Phillips University, 1949; M.A., George Peabody College, 1958; M.A., University of Arizona, 1968; Ph.D., University of Arizona, 1974.

James Albert Jones. Professor of Biology (1948–82); B.E., St. Cloud Teachers College, 1939; M.S., University of Minnesota, 1948; Ph.D., Iowa State University, 1973.

Patricia L. Kane. DeWitt Wallace Professor of English (1947–91); B.A., Macalester College, 1947; M.A., University of Minnesota, 1950; Ph.D., University of Minnesota, 1961.

John Michael Keenan. Associate Professor of English (1965); B.A., Hobart College, 1957; A.M., University of Rochester, 1958.

Alvin J. King. Professor of Music (1967–87); B.Mus., Yale University, 1948; M.Mus., University of Colorado, 1950; D.Mus.A., University of Colorado, 1966.

Allan Marshall Kirch. Professor of Mathematics and Computer Science (1968–92); A.S., Joplin Junior College, 1956; B.A., University of Minnesota, 1958; M.A., University of Minnesota, 1960; Ph.D., University of Minnesota, 1967.

Philip A. Lee, Jr. Associate Professor of French (1966); A.B., Bowdoin College, 1956; M.A., University of North Carolina, 1961; Ph.D., University of North Carolina, 1967.

Ralph J. Lundeen. Professor of Physical Education, Director of Athletics (1954–83); B.S., University of Minnesota, 1946; M.Ed., University of Minnesota, 1947.

George Moses. Professor of Journalism (1969–80); B.A., University of Minnesota, 1937; M.A., University of Minnesota, 1969.

W. Scott Nobles. DeWitt Wallace Professor of Speech Communication (1969–92); B.A., Southeastern Oklahoma State College, 1947; M.A., Western Reserve University, 1948; Ph.D., Louisiana State University, 1955.

Hélène Nahas Peters. Professor of French (1961–89); M.A., University of Toulouse, France, French-1939, English-1949; Ph.D., University of Minnesota, 1954.

Jean Probst. Instructor in Mathematics (1950–93); B.A., Macalester College, 1949; M.A., University of Minnesota, 1973.

Irwin Daniel Rinder. Professor of Sociology (1968–84); B.A., University of Idaho, 1947; M.A., University of Chicago, 1950; Ph.D., University of Chicago, 1953.

William Saltzman. Professor of Art (1966–83); B.S., University of Minnesota, 1940.

David B. Sanford. Associate Professor of German (1966–97); B.A., University of Minnesota, 1959; Ph.D., University of Minnesota, 1966.

John R. Schue. Professor of Mathematics and Computer Science (1962–99); B.A., Macalester College, 1953; Ph.D., Massachusetts Institute of Technology, 1959.

Emil John Slowinski. DeWitt Wallace Professor of Chemistry (1964–88); B.S., Massachusetts State College, 1946; Ph.D., Massachusetts Institute of Technology, 1949.

Fred B. Stocker. Professor of Chemistry (1958–1996); B.S., Hamline University, 1953; M.S., University of Minnesota, 1955; Ph.D., University of Colorado, 1958.

Charles C. Torrey. Associate Professor of Psychology (1966); B.A., Swarthmore College, 1955; Ph.D., Cornell University, 1963.

Gerald F. Webers. DeWitt Wallace Professor of Geology (1965); B.S., Lawrence College, 1954; M.S., University of Minnesota, 1961; Ph.D., University of Minnesota, 1964.

Gerald Weiss. Associate Professor of Psychology (1965); B.A., Brooklyn College, 1953; M.A., University of Iowa, 1954; Ph.D., University of Iowa, 1965.

Claude A. Welch. O. T. Walter Professor of Biology (1969–83); B.S., Michigan State University, 1948; Ph.D., Michigan State University, 1957.

Hans W. Wendt. Professor of Psychology (1968–93); B.A., University of Hamburg, Germany, 1949; Ph.D., University of Marburg, Germany, 1952.

Franz Xavier Westermeier. Associate Professor of German (1947–77); B.A., College of St. Thomas, 1941; M.A., University of Minnesota, 1955.

Russell A. Whitehead. Associate Professor of Biology (1969); B.S., Northland College, 1954; M.S., Oregon State University, 1962; Ph.D., Oregon State University, 1966.

M. Glen Wilson. Professor of Speech and Dramatic Arts (1968–86); B.S., West Virginia University, 1948; M.A., West Virginia University, 1949; Ph.D., Ohio State University, 1957.

Full Time Faculty

(Date in parentheses indicates year of first appointment at Macalester College.)

Linda Aanonsen. *Professor of Biology (1989); B.S., Edgewood College, 1978; Ph.D., University of Minnesota, 1987.*

Brigetta M. Abel. *Visiting Assistant Professor of German Studies (2002); B.A., Cornell University, 1991; M.A., University of Minnesota, 1994; Ph.D., University of Minnesota, 1999.*

Franklin H. Adler. *DeWitt Wallace Professor of Political Science (1996); B.A., Antioch College, 1967; M.A., University of Chicago, 1968; Ph.D., University of Chicago, 1980.*

Karin Aguilar-San Juan. *Assistant Professor of Comparative North American Studies and Sociology (1999); B.A., Swarthmore College, 1984; M.A., Brown University, 1995; Ph.D., Brown University, 2000.*

Stephen T. Ahearn. *Visiting Assistant Professor of Mathematics (2002); B.A., Grinnell College, 1994; Ph.D., University of Virginia, 2000.*

Susana Blanco-Iglesias. *Visiting Instructor of Spanish (1998); M.A., University of Minnesota, 1990; A.B.D., University of Minnesota, 1995.*

David Lynn Blaney. *Associate Professor of Political Science (1994); B.A., Valparaiso University, 1980; M.A., University of Denver, 1983; Ph.D., University of Denver, 1990.*

Terry Boychuk. *Associate Professor of Sociology (1996); B.A., Carleton College, 1986; M.A., Princeton University, 1990; Ph.D., Princeton University, 1994.*

David M. Bressoud. *DeWitt Wallace Professor of Mathematics and Computer Science (1994); B.A., Swarthmore College, 1971; M.A., Temple University, 1975; Ph.D., Temple University, 1977.*

Ronald Brisbois. *Associate Professor of Chemistry (2000); B.A., Hamline University, 1985; Ph.D., Massachusetts Institute of Technology, 1990.*

Diane Brown. *Assistant Professor of French (2000); B.A., Brigham Young University, 1989; A.M., Harvard University, 1994; Ph.D., Harvard University, 2001.*

Kendrick T. Brown. *Assistant Professor of Psychology (1998); B.A., Mount Union College, 1993; M.A., University of Michigan, 1996; Ph.D., University of Michigan, 1998.*

Linda Burdell. *Visiting Assistant Professor of Spanish (1997); B.A., Kalamazoo College, 1975; M.A., University of Michigan, 1977; M.A., University of Kansas, 1989; Ph.D., University of Kansas, 1994.*

Stephen Burt. *Assistant Professor of English (2000); A.B., Harvard University, 1994; Ph.D., Yale University, 2000.*

Allen Callahan. *Associate Professor of Religious Studies (2001); B.A., Princeton University, 1982; M.A., Harvard University, 1992; Ph.D., Harvard University, 1992.*

Janet L. Carlson. *Associate Professor of Chemistry (1978); B.A., Hamline University, 1974; Ph.D., Stanford University, 1978.*

Donald Dennis Celender. *Edith M. Kelso Professor of Art (1964); B.F.A., Carnegie Institute of Technology, 1956; M.Ed., University of Pittsburgh, 1959; Ph.D., University of Pittsburgh, 1964.*

Adrienne E. Christiansen. *Associate Professor of Communication Studies (1990); B.A., University of Kansas, 1982; B.A., University of Kansas, 1984; M.A., University of Kansas, 1987; Ph.D., University of Minnesota, 1990.*

Beth Cleary. *Associate Professor of Dramatic Arts and Dance (1993); B.A., Middlebury College, 1983; M.A., University of California, Berkeley, 1991; Ph.D., University of California, Berkeley, 1994.*

Paula M. Cooey. *Margaret W. Harmon Professor of Religious Studies (1999); B.A., University of Georgia, 1968; M.T.S., Harvard Divinity School, 1974; Ph.D., Harvard University, 1981.*

John P. Craddock. *Professor of Geology (1989); B.A., Macalester College, 1980; M.S., University of Michigan, 1983; Ph.D., University of Michigan, 1988.*

Sarah N. Dart. *Associate Professor of Linguistics (1996); B.A., Pitzer College, 1979; M.A., University of California, Los Angeles, 1983; Ph.D., University of California, Los Angeles, 1991.*

Mark A. Davis. *Professor of Biology (1981); A.B., Harvard College, 1972; Ed.M., Harvard University, 1974; Ph.D., Dartmouth College, 1981.*

James Dawes. *Assistant Professor of English (2001); B.A., University of Pennsylvania, 1991; M. Phil, University of Cambridge, 1992; M.A., Harvard University, 1994; Ph.D., Harvard University, 1998.*

Françoise E. Denis. *Associate Professor of French (1993); Licence, Université Catholique de Louvain, 1964; M.A., University of Minnesota, 1978; Ph.D., University of Minnesota, 1986.*

Julie Dolan. *Assistant Professor of Political Science (2001); B.A., St. Olaf College, 1990; Ph.D., American University, 1997.*

Antonio Dorca. *Associate Professor of Spanish (1994); B.A., Universitat Autónoma de Barcelona, 1987; Ph.D., University of California, Davis, 1993.*

James R. Doyle. *Associate Professor of Physics (1992); B.S., University of Michigan, 1981; Ph.D., University of Colorado, 1989.*

Karl Albert Egge. *F.R. Bigelow Professor of Economics (1970); B.A., University of Montana, 1965; M.A., Ohio State University, 1967; Ph.D., Ohio State University, 1973.*

Sears A. Eldredge. *Professor of Dramatic Arts (1986); B.A., Barrington College, 1958; M.F.A., Boston University of Fine Arts and Applied Arts, 1966; Ph.D., Michigan State University, 1975.*

J. Peter Ferderer. *Associate Professor of Economics (1996); B.A., University of Saint Thomas, 1983; M.A., Washington University, 1985; Ph.D., Washington University, 1989.*

Paul Fischer. *Assistant Professor of Chemistry (2001); B.S., University of Minnesota, 1993; Ph.D., University of Minnesota, 1998.*

Daniel E. Flath. *Visiting Assistant Professor of Mathematics (2002); B.S., Southern Methodist University, 1972; M.S., Southern Methodist University, 1972; M.A., Harvard University, 1974; Ph.D., Harvard University, 1977.*

Janet M. Folina. *Associate Professor of Philosophy (1989); B.A., Williams College, 1982; M. Phil., St. Andrew's University, 1983; Ph.D., St. Andrew's University, 1986.*

Louis Edouard Forner. *Professor of Music (1970); B.A., Stanford University, 1955; M.A., Stanford University, 1956.*

Susan E. Fox. *Associate Professor of Mathematics and Computer Science (1995); B.A, Oberlin College, 1990; M.S., Indiana University, 1993, Ph.D., Indiana University, 1995.*

Fabiola Franco. *Associate Professor of Spanish (1981); B.A., Teachers Training College (Colombia), 1963; M.A., University of Minnesota, 1970; Ph.D., University of Minnesota, 1979.*

Diane Glancy. *Professor of English (1988); A.B., University of Missouri, 1964; M.A., Central State University of Oklahoma, 1983; M.F.A., University of Iowa, 1988.*

Ruthann Godollei. *Associate Professor of Art (1991); B.F.A., Indiana University, 1981; M.F.A., University of Minnesota, 1983.*

Jodi E. Goldberg. *Visiting Assistant Professor of Biology (1999); B.A., Macalester College, 1989; Ph.D., Stanford University, 1998.*

Galo F. González. *Associate Professor of Spanish (1986); B.A., University of California, Berkeley, 1975; M.A., University of California, Los Angeles, 1977; Ph.D., University of California, Berkeley, 1985.*

Michael S. Griffin. *Visiting Assistant Professor of Communication Studies (1999); B.A., Carleton College, 1975; M.A., University of Pennsylvania, 1979; Ph.D., University of Pennsylvania, 1987.*

Sarah L. Grussing. *Visiting Assistant Professor of Spanish (1998); B.A., Carleton College, 1988; M.A., University of Minnesota, 1993; Ph.D., University of Minnesota, 2000.*

Martin Gunderson. *Professor of Philosophy (1973); B.A., Macalester College, 1968; M.A., Cornell University, 1971; Ph.D., Cornell University, 1972; J.D., University of Minnesota, 1982.*

Arjun Guneratne. *Associate Professor of Anthropology (1995); A.B., Dartmouth College, 1985; M.A., University of Chicago, 1987; Ph.D., University of Chicago, 1994.*

Leland R. Guyer. *Professor of Spanish (1983); A.B., San Diego State University, 1968; M.A., San Diego State University, 1972; Ph.D., University of California, Santa Barbara, 1979.*

John Haiman. *Professor of Linguistics (1989); B.A., University of Toronto, 1967; Ph.D., Harvard University, 1971.*

Thomas M. Halverson. *Associate Professor of Mathematics and Computer Science (1993); B.A., Saint Olaf College, 1986; M.A., University of Wisconsin, Madison, 1988; Ph.D., University of Wisconsin, Madison, 1993.*

G. Birgitta Hammarberg. *DeWitt Wallace Professor of Russian (1983); Diplom, Handelshogskolan vid Abo Akademi, Finland, 1964; A.M., Purdue University, 1977; Ph.D., University of Michigan, 1982.*

Duchess Harris. *Assistant Professor of African American Studies and Political Science (1998); B.A., University of Pennsylvania, 1991; Ph.D., University of Minnesota, 1997.*

Becky Heist. *Senior Instructor in Dramatic Arts and Dance (1980); B.F.A., University of Utah, 1973. M.F.A., University of Illinois, 1996.*

James N. Heyman. *Associate Professor of Physics (1994); A.B., Williams College, 1985; Ph.D., University of California, Berkeley, 1992.*

Harry N. Hirsch. *Mitau Professor of Political Science (2001); A.B., University of Michigan, 1974, M.A., Princeton University, 1976; Ph.D., Princeton University, 1978.*

Daniel J. Hornbach. *DeWitt Wallace Professor of Biology (1984); B.S., University of Dayton, 1974; M.S., University of Dayton, 1976; Ph.D., Miami University, 1980.*

Sarah Horton. *Assistant Professor of Religious Studies (2001); B.A., Illinois College, 1989; M.A., Yale University, 1997; Ph.D., Yale University, 2001.*

Rebecca C. Hoye. *Associate Professor of Chemistry (1995); B.A., Bucknell University, 1973; M.A., Harvard University, 1975; Ph.D., University of Minnesota, 1981.*

Rachael Huener. *Visiting Assistant Professor of German (1995); B.A., St. Olaf College, 1980; M.A., Northwestern University, 1982; Ph.D., University of Minnesota, 2001.*

Joan P. Hutchinson. *Professor of Mathematics and Computer Science (1990); B.A., Smith College, 1967; M.A., University of Pennsylvania, 1971; Ph.D., University of Pennsylvania, 1973.*

David C. Itzkowitz. *Professor of History (1974); B.A., Amherst College, 1965; M.A., Columbia University, 1966; Ph.D., Columbia University, 1972.*

Nancy Johansen. *Professor of Education (1961); A.A., Stephens College, 1949; B.S., Wisconsin State College, 1954; M.A., University of Minnesota, 1956; Ph.D., University of Missouri, 1965.*

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Consortium Memberships

Associated Colleges of the Midwest (ACM): A consortium of 13 small, private liberal arts colleges that develop a variety of cooperative off-campus programs.

Associated Colleges of the Twin Cities (ACTC): A consortium of five liberal arts colleges in St. Paul and Minneapolis, formed to develop cooperative programs and offer cross-registration to their students. Macalester also takes part in an exchange with the *Minneapolis College of Art and Design*, in which students from each institution can cross-register for classes.

Higher Education Consortium for Urban Affairs (HECUA): A consortium of Upper Midwest colleges and universities providing off-campus learning programs for undergraduates.

Pew Midstates Science and Mathematics Consortium: A consortium of nine liberal arts colleges and two research universities (Washington University and the University of Chicago) that sponsors collaborative programs for faculty and students to enhance science and mathematics education supported by the Pew Charitable Trusts.

Higher Education Data Sharing Consortium (HEDS): A voluntary consortium that assists member institutions in their planning, management, and institutional research by sharing a set of mutually agreed upon information.

Accreditations, Approvals and Memberships

Accredited by: North Central Association of Colleges and Secondary Schools.

Approved by: American Chemical Society; The National Association of Schools of Music.

Memberships: American Council on Education; Association of American Colleges; The Presbyterian College Union; Minnesota Private College Council; The American Association of Colleges for Teacher Education.

Enrollment and Graduation Statistics 2001–2002

Enrollment—Fall Term 2001

	Men	*Women*	*Total*
Degree Seeking Students	748	1037	1785
Non-Degree Seeking Students	11	26	37
Total	759	1063	1822

	Number of Full-Time Students	*Number of Part-Time Students*	*Total*
Degree Seeking First Time Freshmen	505	0	505
Other Degree Seeking Students	1261	19	1280
Non-Degree Seeking Students	3	34	37
Total	1769	53	1822

Racial/Ethnic Background—Fall Term 2001

	Number of Full-Time Students	*Number of Part-Time Students*	*Percentage of Student Body*
White American	1320	38	74.5
International	249	9	14.2
Asian American	81	4	4.7
Black American	60	1	3.3
Hispanic American	44	1	2.5
Native American	15	0	0.8
Total	1769	53	100.0

Students By Age—Fall 2001

	Number of Full-Time Students	*Number of Part-Time Students*	*Percentage of Student Body*
Under 18	41	7	2.6
18–19	841	1	46.2
20–21	792	15	44.3
22–24	93	18	6.1
25–29	2	3	0.3
30–34	0	4	0.2
35–39	0	1	0.1
40–49	0	0	0.0
50–64	0	4	0.2
65 and over	0	0	0.0
Total	1769	53	100.0

Geographical Distribution—Fall Term 2001

	Number of Students	*Percentage of Student Body*
Ramsey County (Minnesota)	77	4.2
Hennepin County (Minnesota)	152	8.3
Minnesota (outside Twin Cities)	200	11.0
U.S.(excluding Minnesota)	1135	62.3
Foreign Countries	258	14.2
Total	1822	100.0

Home States of Students—Fall Term 2001

Alabama-1
Alaska-3
Arizona-13
Arkansas-3
California-55
Colorado-15
Connecticut-20
Delaware-1
District of Columbia-13
Florida-4
Georgia-12
Hawaii-4
Idaho-4
Illinois-94
Indiana-19
Iowa-68
Kansas-18
Kentucky-9
Louisiana-4
Maine-20
Maryland-29
Massachusetts-44
Michigan-32
Minnesota-429
Mississippi-1
Missouri-22
Montana-16
Nebraska-18
Nevada-1
New Hampshire-7
New Jersey-16
New Mexico15
New York-78
North Carolina-10
North Dakota-16
Ohio-27
Oklahoma-5
Oregon-42
Pennsylvania-23
Rhode Island-7
South Carolina-9
South Dakota-15
Tennessee-13
Texas-28
Utah-5
Vermont-13
Virginia-14
Washington-51
West Virginia-1
Wisconsin-160
Wyoming-6

Home Countries of Foreign Students by Citizenship—Fall Term 2001

Albania-1
Argentina-6
Australia-1
Austria-2
Bahamas-6
Bangladesh-6
Bhutan-1
Bolivia-1
Bosnia-1
Brazil-1
Bulgaria-10
Cameroon-1
Canada-3
China-3
Columbia-3
Costa Rica-3
Cyprus-12
Czech Republic-1
Egypt-1
Ethiopia-4
France-1
Germany-1
Ghana-6
Greece-1
Guatemala-2
Hungary-1
Iceland-1
India-21
Israel-2
Italy-1
Jamaica-18
Japan-12
Jordan-8
Kazakhstan-2
Kenya-4
Latvia-1
Lebanon-1
Lithuania-2
Malaysia-2
Mauritius-2
Mexico-2
Montenegro-1
Nepal-2
Netherlands-1
New Zealand-3
Norway-4
Pakistan-7
Panama-1
Paraguay-1
Peru-5
Portugal-1
Romania-2
Russia-4
Rwanda-1
Sierra Leone-1
Slovakia-5
Lovenia-1
South Africa-1
South Korea-2
Sri Lanka-2
Swaziland-2
Sweden-14
Switzerland-2
Taiwan-1
Tajikistan-1
Tanzania-3
Thailand-3
Trinidad and Tobago-4
Turkey-3
Uganda-4
Ukraine-1
United Kingdom-7
Uruguay-1
Vietnam-3
Western Samoa-1
Yugoslavia-2
Zaire-1
Zimbabwe-2

Class of 2001 B.A. Degrees by Department/Program

(includes double majors)

Anthropology-18
Art-21
Asian Studies-1
Biology-43
Chemistry-16
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Graduation Rates

(Definition of student cohorts and computational methods determined by the Student Right-to-Know Act)

Six year graduation rate:

For all freshmen entering the college in 1995 . . . . . .80%

For all freshmen entering the college in 1994 . . . . . .77%

For all freshmen entering the college in 1993 . . . . . .76%

For all freshmen entering the college in 1992 . . . . . .78%

Preliminary 2003–2004 Calendar

Fall Semester 2003

Aug.30–Sept. 2/Sat.–Tues.	New Student Orientation
Sept. 3/Wed.	Beginning of Classes
Oct. 23–Oct. 26/Thurs.–Sun.	Fall Mid-Term Break
Nov. 27–Nov. 30/Thurs.–Sun.	Thanksgiving Recess
Dec. 12/Fri.	Classes End
Dec. 18/Thurs.	Final Examinations End

Spring Semester 2004

Jan. 26/Mon.	Beginning of Classes
Mar. 13–21/Sat.–Sun.	Spring Mid-Term Break
Apr. 9/Fri.	Good Friday Holiday
May 4/Tues.	Classes End
May 10/Mon.	Final Examinations End
May 16/Sun.	Commencement

Preliminary 2004–2005 Calendar

Fall Semester 2004

Sept. 4–Sept. 7/Sat.–Tues.	New Student Orientation
Sept. 8/Wed.	Beginning of Classes
Oct. 28–Oct. 31/Thurs.–Sun.	Fall Mid-Term Break
Nov. 25–Nov. 28/Thurs.–Sun.	Thanksgiving Recess
Dec. 17/Fri.	Classes End
Dec. 23/Thurs.	Final Examinations End

Spring Semester 2005

Jan. 24/Mon.	Beginning of Classes
Mar. 19–27/Sat.–Sun.	Spring Mid-Term Break
May 3/Tues.	Classes End
May 9/Mon.	Final Examinations End
May 15/Sun.	Commencement

These preliminary calendars are subject to change until final approval in December of the year prior to the calendar.

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Additional Information/Useful Telephone Numbers

Information about Macalester College is available by contacting one of the appropriate offices listed below.

Admissions Office . . . . . .(651) 696-6357
Toll-free number . . . . . .(800) 231-7974
(Admissions forms, international student admissions, College publications, and information about specific academic programs.)

Financial Aid Office . . . . . .(651) 696-6214
(Financial aid requirements, application forms, and special financial aid opportunities.)

Bursar's Office . . . . . .(651) 696-6161
(Payment of college fees, repayment of student loans, and other business matters.)

Office of Student Academic Records and the Registrar . . .(651) 696-6200
(Registration information, transfer credit policy, and requests for transcripts.)

Office of the Dean of Students . . . . . .(651) 696-6220
(General information about student life, housing, health, special programs, and counseling services.)

International Center . . . . . .(651) 696-6310
(Study away programs and international student affairs.)

College Operator . . . . . .(651) 696-6000
(Additional phone numbers.)

Address written correspondence to the appropriate office or department at Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105.